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THE UNIVERSITY OF CHICAGO PUBLICATIONS
IN RELIGIOUS EDUCATION

EDITED BY

SHAILER MATHEWS THEODORE G. SOARES

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# CONSTRUCTIVE STUDIES

# RELIGION IN THE KINDERGARTEN

THE UNIVERSITY OF CHICAGO PRESS
CHICAGO, ILLINOIS

THE BAKER & TAYLOR COMPANY
NEW YORK

THE MACMILLAN COMPANY OF CANADA, LIMITED
TORONTO

THE CAMBRIDGE UNIVERSITY PRESS
LONDON

THE MARUZEN-KABUSHIKI-KAISHA
TOKYO, OSAKA, KYOTO, FUKUOKA, SENDAI

THE MISSION BOOK COMPANY
SHANGHAI

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THE CHILD JESUS GREW

By Murillo

# RELIGION IN THE KINDERGARTEN

A COURSE IN RELIGION FOR THE BEGINNERS' DEPARTMENT IN THE SUNDAY SCHOOL OR FOR USE IN THE DAY SCHOOL OR THE HOME

*By*

BERTHA MARILDA RHODES

THE UNIVERSITY OF CHICAGO PRESS
CHICAGO · ILLINOIS

PRESBYTERIAN THEOLOGICAL SEMINARY LIBRARY, CHICAGO

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Published April 1924
Second Impression January 1927

Composed and Printed By
The University of Chicago Press
Chicago, Illinois, U.S.A.

R 971

A little child am I,
And not a growing seed
Something awakened with a start—
And I am eagerness of heart,
And voice, and hands, and feet!

Then shine congenial Sun,
In answer to my need;
That all my days in grace may flow,
And I, a little child, may grow
With happiness replete.

B. M. R.

## EDITORS' PREFACE

There was a keen psychological insight in the words of Jesus, "Except ye change your minds and become as little children, ye can in nowise enter into the Kingdom of Heaven." Little children respond very easily to the fundamental Christian attitudes. Faith in God and loving helpfulness to those about them are naturally taken over from the group in which such attitudes are manifest. Through our later life, when we engage in the fierce competition of business, when we face the problems of social justice, when we consider the harsher aspects of nature which do not seem to reveal a God of love, we need to retain the simple confidence and good will which are thus manifest in children.

Religious education in the older years must take account of the harder problems, but the religion of little children is concerned with the simplest fundamentals. That we are living in God's world, that the processes of nature which give us food, clothing, shelter, and beauty are the gift of God, that he is the Heavenly Father with the same qualities that the child finds in goodly human parents, and especially that he is seeking to bring about human happiness through love in which he needs the help of his children—these are the elements of a sound Christian experience that fit the little child to live in his world of things and people, and prepare him to live in the larger world that is constantly opening before him.

This series of lessons is designed to help children achieve such Christian attitudes. Religion as here presented is not a separate department of life. It is a significant ele-

ment in the total experience of the child. The lessons, therefore, deal with life-activities and relationships. Helpful material is gathered from every available source, from the Bible, from the great fund of story, from nature, and particularly from all the activities of the children themselves.

The editors are constantly engaged in the re-examination of the curriculum of religious education. The study of the religious experience of children is being vigorously carried on, but we must rely for first-hand information upon those who are in actual contact with the children themselves. We shall then welcome most cordially detailed and specific information as to the response of the children to the ideas and activities suggested in this book. The author has already worked out the lessons with many children, but every class presents new opportunities of observation and criticism.

THE EDITORS

# INTRODUCTION

## PURPOSE OF THIS BOOK

The Sunday kindergarten has become the designation of the work with the children of four and five years of age much more universally than the actual facts will warrant. In thousands of Sunday schools there is what is much more legitimately called "The Beginner's Department." A Sunday kindergarten can be properly called such only when it is presided over by a trained kindergartner. For such a teacher, with a comparatively full understanding of the child life and its needs, with innumerable resources for the giving of experience and the interpretation of life to the child heart and mind, a series of lessons is unnecessary. Such teachers are, however, few in the Sunday-school service. The duty of those who are seeking to help the churches by the preparation of courses of lessons is rather, therefore, to provide material for the thousands of teachers of little children who have not had the kindergarten training, yet who wish to use something of the spirit of the kindergarten, and as best they can to lead the children in the development of right attitudes and the full enjoyment of life.

Because of this purpose it has been necessary to make many very specific directions. At the same time teachers of experience are warned to modify, to choose, and to create in any way which seems to make the treatment of the theme more effective in any given community or for any particular group of children. In other words, the book is meant to help by suggestion, rather than to hamper by rigid adherence.

For instance, prayers are frequently suggested. It is not intended, however, that they should be followed word for word. They simply suggest to the inexperienced teacher the substance of what the child has thought, and what he may be expected to grasp. If the first thought develops the idea of the Heavenly Father's care, it is natural that the first prayer should be one of gratitude. As the child's thought broadens, his prayer enlarges. As frequently as possible the prayers should be suggested by the children. The thought of the "still small voice" is foreshadowed in the first exercise of the second lesson where the child learns that the flower speaks to him silently through its perfume. Again in the story of Samuel, and of Elijah on the mountain, he sees that the Father speaks to those who wait for him in the silence of their own hearts; and in the very last lesson the thought that the Heavenly Father hears our praises, and misses our love if we forget to pray to him, is the theme. That is, the conception of prayer as communion with God runs through the series.

The lessons are planned for a Sunday-school period of about an hour. It has become so commonly the custom, however, to keep the very little children for two hours, in order that parents may leave them in the Sunday school and attend church without anxiety, that there is in every case material suggested sufficient for two hours of work, the second hour being more completely a play period, but associated with the earlier period in thought, and frequently carrying out some project which naturally follows the theme which is occupying the children's attention. As far as possible, let it be a simple, natural living together in which the children share common experiences and pleasures.

### THEMES FOR SPECIAL DAYS

Those of us who recall our own youth will realize how largely the great holidays figured in our anticipation and realization. Any series of lessons for the Sunday school for little children which does not take account of and make much of these seasons would be losing a great opportunity. In this series, therefore, the Thanksgiving lesson is the outgrowth of the preceding lessons, culminating in the thought of man building the House of God where he only, of all that God has created, may go to give thanks to the Heavenly Father, for he alone can learn about him, and remember, and listen to the "still, small voice."

The Christmas lesson is introduced through the thought of birthdays, the experience of all children. The emphasis, however, is upon giving rather than receiving. Through the simple stories of the Star, the Angels, and the Shepherds in their rejoicing, children are led to express their joy in gifts to the Christ Child, represented on earth by those who need their care and service. They come to see that the real Santa Claus is the spirit of Christmas giving, and to learn that it is more blessed to give than to receive.

Through lessons preceding Easter, the child becomes interested in his body, its strength, its care, feeding, growth, and its power of service. He has come to think of it as a dwelling-place for which he is responsible, in which he who dwells must be strong and loving. Through the Easter series he learns that nature, flowers, birds, all awaken, the child awakens to love, and that Jesus, the ideal man, awakened from the sleep called death, because he was filled with the spirit of love. Through the suggestions which nature provides, the child observes that the falling leaves are not

broken off, but let go as the fulfilment of a Divine program. New life in buds is waiting to be given out in due time, so death becomes not a breaking off but a going forward, a fulfilment. Nearly every death affects some little child, and they may be led to think of it as a natural and beautiful thing.

### PLAYS, PICTURES, AND MUSIC

The element of play is very extensively used. The child's play is so earnest and real to him that he becomes for the time being, at least, that which he plays, and so learns by experience. No distinction is made between play and work in these lessons because all work should be so enjoyable to the child that it performs the same function as play.

The pictures which are provided have been chosen from the masterpieces of art because they best portray the thought which the lesson teaches. Bad art cannot effectively inspire deep religious feeling. The teacher is urged to multiply the pictures from any resources which she may have, but always with great care to present to the children only what is good in art.

Much of the music has been prepared for the lessons by the modification of old music, or the writing of new. The "quiet music" seeks to bring to the child the spirit of rest and repose which leads to a receptive mind. Other music helps to interpret finger plays, nursery rhymes, and movements which mean much to the children. Oftentimes the music is presented simply for the singing of the teacher, for the child heart responds to the message of song more quickly than to the spoken words. For this reason, also, responses are often set to music.

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GROUP I

# THE HEAVENLY FATHER'S PROVISIONS FOR OUR PHYSICAL NEEDS

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LESSON I

# THE HEAVENLY FATHER FEEDETH THEM

NOTE TO THE TEACHER: When the first child enters on Sunday morning, he should find the room and teacher in readiness, for only so will he gain the sense of rest and reverence which are necessary to the receptive mind. Whatever of turmoil or hurry yesterday may have known should be laid aside when one enters the house of God. For him there is no turmoil, but the quiet unfolding of his plans. Such an atmosphere, combined with cheerfulness, freedom, and wisely directed activities, will cultivate in the child a love and reverence for the church which will be significant.

It will be found that many of the children have not learned to give attention or to follow directions. Before the formal opening of the service a simple exercise may be given which will interest the children and help them to a better observance of directions later on. "Rising and sitting chords" may be played two or three times, the leader asking the children what the piano is saying; the leader may sing to the chords, "stand up, sit down!" The children may substitute actions for words, the teacher emphasizing quickness and quietness of response. Let the piano give the signal at uneven intervals. This should be done as play.

## I. WORSHIP

Let the regular exercise open with quiet music. Ask the children if they would like to have the piano tell them about something very beautiful, and suggest that they try to discover what it is. Let the piano play once or twice the music of "Flowers Below and Stars Above" (see p. 215).

When the children have responded with their thoughts as to what the piano is saying, let the teacher represent flowers and stars with her hands, and softly and distinctly sing the words:

Flowers below and stars above,
Ever tell us God is love;
Little children wake to say
Thank you for the glad new day.

The thought that God, the Heavenly Father, has given the flowers to us because he loves us may then be developed. Raise the question: "Would you like to thank him for the beautiful flowers which he has given us?"

The children will stand with closed eyes and bowed heads, repeating in concert the following short prayer:

Dear Heavenly Father, we thank Thee for beautiful flowers. Amen.

### Offering Service

The children should early learn to regard their gifts of money as a part of the worship of God. It is well, therefore, to include the offering as a part of the service of worship. There may be occasions when it can be more appropriately introduced after the lesson. The teacher should arrange this according to circumstances.

It is well to remind the children from time to time that the pennies which they bring are needed by the Heavenly Father in his work. As he is the Giver of all good gifts to his children, his children help him when they give some of that which he has given them to others, also his children. It is always better to speak of needy rather than poor children, and to help the children to see that need does not mean that the children are different from themselves. Such a little story as the following may illustrate.

The leaves were falling from the trees and the wind was cold. Little Nell was dressed in a warm coat, cap, and mittens, and she did not mind the cold. As she walked along beside her mother, they passed a little girl clad in a thin coat, old cap, and wearing no mittens on her hands, which were red with cold.

"What a poor little girl she must be," said Nell. "Mother, may I give her the coat I wore last winter? It will just fit her."

"Yes," said her mother, "I know where she lives and we will take it to her this afternoon."

That afternoon, just before dark, Nell and her mother called at the little girl's home. The table was set for supper. There was only the simplest of food, and hardly enough for a hungry child.

"How very poor they must be," thought Nell.

The little girl was sitting in a chair, holding—what do you suppose?—a darling baby brother with wide open eyes and the sweetest smile!

"Oh," sighed Nell, as she and her mother were going home, "I would give all my playthings, and my warm clothes, and ever so many things if I could have a baby brother like hers."

"Yes," said her mother, "she needs some things very much, but she is a very rich little girl."

In making the offering, let the children stand and march, one child holding a basket; or, better, having had the basket placed conveniently to receive the offerings as the children enter, it may now be brought forward; or the basket may be passed to the other children by one child.

**Offering Song** (for music, see p. 219)

Oh sing all we happy children,
And tell of the Father's care;
He gives His rain to thirsty flowers,
His sun to shine through golden hours,
His love is everywhere,
His love is everywhere.

Oh give all we happy children,
Oh give as we gladly sing;
For though our loving gifts be small
He will receive and bless them all,
We'll love and treasure bring,
We'll love and treasure bring.

**Prayer** (teacher and children with bowed heads)

Heavenly Father, bless our offering.
May it help make others happy. Amen.

**Response:** "We Love Him Because He First Loved Us."
(for music, see p. 220.)

II. THOUGHT FOR THE DAY

**Conversation**

When the children are again seated, the thought for the day may be introduced through questions such as the following; letting the children answer freely. What makes the little child strong to run, to pull, to play? What makes him grow? How many had breakfast this morning? What did you have for breakfast? Where does bread come from? Who makes our bread? From what is it made? Where does flour come from? Where does the storekeeper get it? What does the miller grind to make flour? Where does he get it? Where does the farmer get the wheat? Then the teacher may tell how the Heavenly Father has given the good seed that the farmer may plant it; how from each little seed planted, stalks with many seeds will grow, so there will be enough to make bread for all the people in the world, and enough to plant for another year. Show the children a head of wheat and let them count the kernels.

Give each child a kernel of wheat, saying, "This is a tiny kernel which the Heavenly Father has given. If you could open it you would find it filled with beautiful white flour. If you take it home and put it in a glass on a little cotton and cover it with water and set it in the window where the light can reach it, you will find that it will grow into a little plant, which, if kept long enough, will bear

wonderful seeds like those I have shown you." Why does the Heavenly Father give us food? Some child will probably reply, "To make us grow," or "To make us strong." Who would like to show me that he is strong? The teacher may choose a child to stand before her, and holding him by the hands, let him give a strong, steady pull, showing how strong he is. (Be sure that the effort is genuine and that the smaller children are not confusing the position with the effort. Also be certain that each child, no matter how frail, is conscious of the strength that is his and is glad in it.) This is the beginning of a thought that will lead in many directions, for the child who is "strong to pull" is also "strong to wait his turn," "strong to sit quietly," "strong to listen," "strong to be gentle," "strong to help."

**The Story**

Form a story group and tell the children the following story.

RALPH'S BIRTHDAY GIFT TO HIS MOTHER

Ralph had two pieces of money in his pocket. He had earned them himself, and they were his very own. You could hear them jingle as he walked along the street. Ralph turned in at the baker's shop.

"Good morning, Ralph," said the baker, "What can I do for you?"

"I have come," said Ralph, "for a cake for my Mother's birthday."

"There are many cakes here," said the baker. "Which will you have?"

"It must be white on the inside," said Ralph, "with plenty of raisins, and covered over with sugar baked to a rich brown."

"Oh!" said the baker. "I am sorry but I haven't one left. How would this one do?"

"No," said Ralph, "It is for my Mother's birthday, and it must be white on the inside, with raisins, and covered over with sugar."

"I could make one," said the baker, "but I have no flour. I emptied the sack at my last baking. Now if you could run over to the store and ask the storekeeper to send some flour we would soon have just the kind of cake you are wanting."

"Mr. Grocer," said Ralph, as he entered the store, "can you send a sack of flour to the baker that he may make a loaf of white cake covered with sugar, for my Mother's birthday?"

"A sack of flour?" asked the grocer. "I just sold the last sack not ten minutes ago. Now if the miller would bring me the flour he promised I could send some over to the baker. You might run over that way and ask him if it is ready."

"Mr. Miller," asked Ralph, as he looked in at the door of the big mill, "can you send some flour to the grocer that the grocer may send it to the baker, and the baker may make me a loaf of white cake, covered over with sugar, for my Mother's birthday?"

"I should be glad to help you," said the miller, "but I have no flour left, and can grind no more until the farmer brings me wheat. He lives down the road, not far from town—if you could take him word—"

"I will go at once," said Ralph, and away he went.

"Mr. Farmer," said Ralph, "can you take some wheat to the miller that the miller may grind it into flour for the grocer, that the grocer may sell it to the baker, and the baker may make me a loaf of white cake, covered with sugar, for my Mother's birthday?"

"Why, yes," said the farmer, "I can. Better wheat than mine never grew. The Heavenly Father has sent his sun and rain to make it grow, and the wheat is already in the bags; the bags are in the wagon, and the horses hitched to the wagon. Jump in and ride with me to the mill."

They were soon at the mill. The miller set his millstone turning and the wheat was quickly ground into flour. The miller's boy carried the flour to the grocer, and the grocer took a sack to the baker, and the baker made a loaf of white cake, with plenty of raisins inside, and all covered over with sugar baked to a beautiful golden brown.

Ralph gave the baker his two pieces of money and carried the loaf home to his mother. When he reached home his mother was just sitting down to luncheon. When she opened the package she was so surprised and delighted that she gave Ralph a great big kiss,

and then another, and then another. As she and Ralph ate he told her how he got the loaf of white cake for her birthday.

**Expression**

We know two wonderful gifts that the Heavenly Father gives us—beautiful flowers to make us glad and food to make us strong. We said "Thank You" to God for our flowers. Would you like to say "Thank You" for our food? Sing (for music, see p. 223):

Heavenly Father, thanks we say
For our bread and milk today;
It will help to make us strong
Glad and thankful all day long.

The children may stand as flowers in a garden, each choosing a name, swaying and bending in the wind as the piano plays the music of "Butterflies" (see p. 243). One child may gather an imaginary bouquet for father, mother, or friend.

The children may now be seated at the table; to each may be given a 4-inch paper square. Let them fold opposite corners to a little beyond the center; fold up the lower corner and paste, making a little envelope in which seeds may be carried home for planting in water; after placing the seeds inside, paste the upper corner securely so that none may be lost.

**Closing Song** (for music see p. 221)

Voices sweetly ringing
  Little friends so dear,
Come and join our singing,
  Parting time draws near.
Happy are the moments
  As they swiftly fly;
We'll return next Sunday
  Little friends, goodby.

Suggest that each child find a flower or something beautiful which the Heavenly Father has made, and make someone happy by giving it to him, perhaps as a surprise sometime during the week, and to remember to tell you about it next Sunday. Shake hands with each child as he passes out, and thus use one more opportunity to come into close personal touch with him.

MATERIALS: For the young child there is no more direct path to the thought of the Heavenly Father than a blooming plant or a single flower. The teacher may therefore provide a plant in bloom, or a flower, and for each pupil a 4-inch square of tablet paper, white or colored, paste, toothpicks flattened at the end for applying it, and a few kernels of wheat, which may be procured from any feed store.

SECOND HOUR

It is always best, if possible, to keep the children through the church hour, thus enabling the parents to leave them in safe keeping while they attend the church services.

If the children have been indoors for an hour it is well to take them out of doors if the weather permits, and let them observe flowers, grass, leaves, sky, clouds, sun, wet leaves on the walk, reflections in pools, or any usual or unusual beauties of nature. They may observe any animals which may be within sight—cow, goat, horse, birds, or insects—and talk about the food that these creatures need.

If the weather does not permit taking children out of doors, these same things may be observed in picture books and talked about freely.

MATERIALS: The large picture entitled "Giving Thanks" should be ready; also pictures from books or magazines, showing the feeding of animals.

## LESSON II

# THE SUN'S AWAKENING

### I. WORSHIP[1]

For the quiet music of the opening hour use "Flowers Below and Stars Above" (see p. 215).

Ask the children if they can remember what this music says. Remind them by showing them the flower, and suggest, "This flower comes to speak to you, not with a loud voice, but with a silent voice through its sweet perfume. It will not speak to your ears, but to your nose and eyes." Pass the flower, giving each child an opportunity to enjoy it, and call attention to the fact that they do not need to touch with hands or with nose to enjoy its beauty and fragrance. Let the teacher as she passes the flower, sing softly the words of "Flowers Below and Stars Above." The children will be ready to join in the song as the flower is being passed to the pianist, some visitor, or older person, that they also may enjoy it. One of the children may be chosen to pass the flower to the adults outside the circle.

In introducing the following song draw out from the children the fact that the Heavenly Father makes the flowers grow by sending rain and sun. Develop the thought further by leading the children to see that the sun is good

[1] If the standing and sitting exercise precedes the order of worship, vary it by letting the children stand promptly, one at a time as the teacher calls the name. Let each child take a correct position and remain so until all have been called. The call for attention is more effective if the children are not called in the order of their sitting. This exercise may be combined with the writing down of the name of each child, and emphasis upon the importance of being present every Sunday.

for us also, and that we may open wide the windows and let the sunshine in. Sing the first stanza of the song below, repeat it several times if desired.[1]

**Song**: "We'll Open Wide the Windows" (for music, see p. 222)

We'll open wide the windows,
We'll open wide the windows,
We'll open wide the windows,
And let the sunshine in.

'Tis God who sends the sunshine,
'Tis God who sends the sunshine,
We'll open wide the windows
And let the sunshine in.

He sends the falling raindrops,
He sends the falling raindrops,
And then he sends the sunshine
To make it bright again.

We'll open wide the windows,
We'll open wide the windows,
We'll open wide the windows
And let the sunshine in.

Remind the children that the Heavenly Father sends us flowers and sunshine to make us glad. "Has any child remembered through the week to help the Heavenly Father by giving a flower or something beautiful to someone else to make him happy?" Let the children answer freely. Lead them to wish to thank the Heavenly Father. Remind them of the story of last week from which they learned that

[1] In motions, the sun may be represented by hands held over the head, the arms forming a circle; raindrops by motions of falling rain made with the fingers, arms raised and lowered; for opening windows, extend the arms with an outward motion as if to let in a great deal of sunshine.

the sunshine makes the wheat grow that they may have food. Let the teacher and children stand and repeat slowly the following prayer:

Dear Heavenly Father, we thank Thee for flowers; we thank Thee for food; we thank Thee for sunshine. Amen.

**Offering**

Some definite end to which their offerings may be dedicated may be discussed. It should be something which the children can understand, as milk for babies in some home or hospital, flowers for someone who is ill, or supplies or clothing for needy children.

**Offering song, prayer, and musical response** (see Lesson I)

II. THOUGHT FOR THE DAY

**Conversation**

After the children test their strength by pulling, let them tell you what they have eaten to make them strong. Ask where apples, different kinds of fruit, vegetables, and nuts come from, and what the Heavenly Father sends to make them grow. Then let them sing "Heavenly Father, Thanks We Say" (for words and music see p. 223).

**The Story**

Let the children gather in an informal group for the following story.

THE BUMBLEBEE'S CLOCK

One morning little Jack woke very early. Just a faint little streak of light was coming in beneath the curtain.

"Oh," said Jack, "I am awake before anything else this morning. Everything is asleep." He slipped quietly out of bed and ran to the window.

"Bzz! z! z!" said the bumblebee.

"Why!" said little Jack, "I thought I was up first. Mr. Bumblebee, how did you waken so early?"

"Early?" said the bumblebee, "This is not early. I have been at work for some time gathering honey from the flowers."

"Who called you, Mr. Bumblebee?" asked Jack. "You have no clock."

"The sun is my clock," said the bumblebee, and away he flew.

Little Jack crept softly down the stairs and ran out into the garden.

"Bzz! z! z!" said the bumblebee again. And there he was drinking honey from the flowers.

"Who called you, pretty flowers?" asked Jack. "Is the sun your clock also?"

The rose gave out its sweet perfume as it nodded in the breeze, and the great golden poppies turned their faces to the sun.

"Chee! chee!" sang the little birds in the nest above.

"Chee! chee!
A golden clock in the sun have we,
It touched our eyes with a sunbeam bright
And we opened them wide to the morning light.
Chee! chee!"

"Baa! baa!" called the lambs in the dewy pasture.

The little chicks called, "Peep! peep!" And even the corn rustled its silken leaves.

"Everything is awake!" said little Jack, "The *sun* was up first of all."

**Expression**

Let the children stand and sing the first two stanzas of "We'll Open Wide the Windows." A few of them may then represent bumblebees seeking honey from the flowers, which the rest of the children make with their hands. Use music to "Butterflies" (see p. 243).

Let the children fold the paper squares in half, then in quarters, and, by cutting on the folded edges, make window-

panes, which they can mount on the construction paper. A yellow circle on one pane will represent the sun shining in.

**Closing Song** (see p. 221)

Ask the children to look during the week for things which the sun wakens, and to try again to find something which will make others happy.

**Dismissal** with hand-shaking

MATERIALS: Have ready as for Lesson I a flower, and for each child a 4-inch square of white or light-colored paper. Add to this a 1-inch circle of orange or yellow and a mounting card of heavy paper or cardboard, paste, and scissors.

SECOND HOUR

Retell the story of Ralph's birthday gift to his mother, and if the children are sufficiently familiar with it let them play the story, carrying out their own ideas as far as possible, bringing in all the characters: Ralph, the mother, the baker, storekeeper, farmer, miller, and the little boy.

If preferred, the children may be taken outside to find things which the sun helps, or may remain inside, and with crayolas draw things which the sun makes to grow.

MATERIALS: Paper and crayons for drawing.

## LESSON III

# THE HOUSE OF MYSELF

### I. WORSHIP

The flower exercise of Lesson II may be repeated, or even the entire service as described in Lesson II may be repeated, ending with the song "We'll Open Wide the Windows" (see p. 222).

### II. THOUGHT FOR THE DAY

**Conversation**

Let some of the children show their strength by pulling. Suggest that they can show their strength by sitting straight, feet down, hands folded, in their chairs. Suggest that the chairs may look like a street where all the houses are straight and in order. Choose one or two children to walk along the street (piano playing No. 5, "I Live within a Little House"). Talk for a minute or two about houses, of what they are made, who makes them. When a house becomes too small what must father and mother do? Build additions, or move elsewhere.

Suggest that you know a much more wonderful house than those of stone, brick, or wood; a house which grows so that it never becomes too small, and when the one who lives within it wishes to go somewhere he takes it along with him. Do you know what little house it is? It is the body house; yours and mine; the little houses that are now sitting on our street.

The little baby has a very small body, but every day it grows larger and stronger. Have you seen a little baby?

At first it cannot walk; if it is very small it cannot sit up or hold up its head. Day by day it grows stronger, until at last it can stand, walk, run; at last it is full grown and the child becomes a man or a woman. Who can tell what makes our bodies grow? The good food which the Heavenly Father has given us.

The body house has two little round windows through which the one who lives in it may look out and see the beautiful world about him. These windows are differently colored: blue, gray, brown, or black. We call them eyes. There are white, fringed curtains which drop down over them when the one who lives within them is tired or sleepy and wishes to shut out the light. Every night we close them when we go to sleep, and every morning we open them when we awaken.

The carpenter can build a house of wood or stone, but only the Heavenly Father can make things grow; only the Heavenly Father can make flowers, trees, and wheat; and only the Heavenly Father can make these wonderful growing houses. No matter how long we live we have only one body house; it must last all our life, and so, because it is such a wonderful house the Heavenly Father expects us to take the very best care of it.

How can we take good care of our body house? Let the children tell ways. There are three ways in which even little children can help take care of it. We can give it good food that will help to make it grow big and strong; we can keep it clean; and we can close our eye windows and give it plenty of sleep.

How many little children like to go to bed early? How many little children take naps? Can you show me how

you close your eyes and go to sleep? (Make a bed by placing two or three chairs together, throwing a coat over it, and let a child lie down and relax while the teacher sings softly a lullaby. Try the child's hand and feet and see that he is relaxed.)

Suggest that the children play it is night and go to sleep, eyes closed, until the piano awakens them. After the chord, the teacher passes among them in search of waking children, singing the following:

**Song** (for music, see p. 216)

I live within a little house,
Upon a quiet, sunny street,
Where winding paths go in and out,
And happy little children meet.

My little playmates, passing by,
Look gaily up and smile at me;
I raise my fringed curtains high
And haste to welcome them with glee.

Ask the children if they would like to thank the Heavenly Father for their body houses. Let them stand and repeat slowly with the teacher:

**Prayer**

Dear Heavenly Father, we thank Thee for our body houses. We will take good care of them. Amen.

If a story is demanded by the children, one of those already told can be repeated.

**Expression**

Let the children stand straight, showing how tall their body houses are; reach up with hands showing how high they can reach, rise on tiptoe, bend, march quietly. Choose

a child to represent father, mother, brother, sister, and baby, and let them stand in a row as chosen, while the teacher sings the following words (for music, see p. 225):

There's a happy family living here;
Mother dear, and father kind,
Brother, sister, quick to mind,
And a little baby, sweet and dear.

Let all the children play the song with their fingers: thumb, mother, first finger, father, second, brother, etc., pointing to each finger as it is named. It can then be played with the other hand. Making a bed of the palm of one hand, lay the fingers in one at a time, as named, to the following words:

Now the happy family goes to bed,
Mother dear, and father kind;
Brother, sister, quick to mind,
And the little baby with nodding head.

Represent a table by placing the down-turned palms side by side and tell what the mother will give the family to eat that they may become strong for the day's activities.

The children may fold or fringe a cloth, using the paper squares, to place upon a table which contains good food. (The emphasis must always be placed upon the value of food, never upon the relish side, which is so often overemphasized in tempting children to eat. This is suggested through play.) A border or pattern may be suggested on cloth with crayolas, and circles pasted as dishes.

**Closing Song** (For music, see p. 221)

**Dismissal**

Ask the children how many found something with which to make someone happy. Suggest that this week they

surprise father and mother by eating just the things that are good for them, and by going to bed early in order that their body houses may grow strong.

MATERIALS: A flower, and for each child a square of white paper 6×6 inches, scissors, and paste; also six or eight 1-inch colored circles, and crayolas.

SECOND HOUR

If the weather permits take a walk in which the children notice houses, windows, and doors. Let them select a house that is well cared for. If within doors, they may look at pictures of houses.

They will like to repeat the dramatization of Ralph's birthday gift to his mother.

They may play that they are giving breakfast to their dolls, and repeat to them what they have learned about making their body houses strong. (In making suggestions for this hour, several are given in order that there may be room for choice, according to the time and interest of the special group of children.)

MATERIALS: Pictures of houses and people. The picture "Giving Thanks" may be used again.

## LESSON IV

# CLOTHING THE BODY HOUSE

### I. WORSHIP

As a preliminary exercise, call the children one at a time, to stand in position before you while you count in measured time, "one, two, three," and so on until the child moves. This little exercise repeated from time to time will develop the power of attention and self-control.[1]

**Quiet Music:** "I Live within a Little House" (for music, see p. 216)

When this has been played through once or twice, let the children tell what it is about. After this it can be sung or played, as the children like best.

**Offering** with song, teacher's prayer, and children's response as usual (see Lesson I)

**Song:** "We'll Open Wide the Windows" (for music, see p. 222)

**Prayer**

Let the children count on their fingers things for which they now thank the Heavenly Father. Then let them

[1] A child who could at first stand only to four and had a habit of frequent tantrums, after a few months stood perfectly quiet to fifty or more. If a tantrum appeared, the words, "Stand quietly, Elizabeth, while I count," brought attention, and at the end of the count the child was in perfect control of herself.

Charles Dickens has one of his characters say to the quick-tempered child which he has adopted, "Count five and twenty, Tattycorum, count five and twenty."

repeat, standing with the teacher, with bowed heads, the following:

Dear Heavenly Father, we thank Thee for beautiful flowers, for the sun, for our food, and for our body houses. Help us to take good care of them. Amen.

II. THOUGHT FOR THE DAY

**Song:**[1] "Mother, Mother, Have You Any Wool?" (for music, see p. 229)

"Mother, mother have you any wool?"
"Yes, my little boy, two arms full.
One for my little boy to make a sweater bright,
One for the baby to wrap her snug and tight."

**Conversation**

Has any little child ever seen a sheep? What do sheep eat? What do they drink? Who makes the grass grow for them, and sends the rain to fill the pools and brooks with water? What grows upon the sheep's back? What do we call the baby sheep? Sheep and little white lambs are clothed in soft white wool. Through all the summer time it grows longer and thicker. When winter comes they will need its warm covering. When summer comes again it will be too warm and heavy for them. Then the farmer may clip it from them just as the barber clips the hair from a little child's head. How cool and glad the sheep will be! But what shall they do with the wool, can anyone tell? The wool is made into threads, and woven into cloth, or it is made into yarn from which caps, mittens, sweaters, and many warm garments are made. Isn't this a wonderful

[1] The teacher may clap lightly or keep time with her toes as she sings. The children after listening will join as they can in the repetition.

way in which the Heavenly Father cares for his people? He says, "I have given my people body houses, and they need warm clothing to protect them in cold weather. They may take the wool which the sheep no longer needs, and the sheep will grow more for himself when winter comes. There shall always be wool for man and for sheep."

Let the children examine their clothing and find articles made of wool. Show them a piece of natural wool.

How many would like to play they are lambs? I will be the shepherd who cares for them. Let some of the children gather about the teacher's knee. She gently strokes them as she sings, "Little Lamb, Who Made Thee?" (for music, see p. 236).

Little lamb, who made thee?
Dost thou know who made thee?
Gave thee life and bid thee feed
By the stream and o'er the mead;
Gave thee clothing of delight
Softest clothing woolly, bright;
Gave thee such a tender voice
Making all the vales rejoice;
Little lamb, who made thee?
Dost thou know who made thee?

The teacher then asks to hear the little lambs calling. They softly answer, "Baa!" She gives them water from the trough, made with two hands, and represents green grasses with her fingers. Then she says the little lambs are too warm, and with her fingers as shears pretends to cut off the wool. The little lambs are then sent to the green pastures for more grass to grow more wool (seats).

Speak again of the uses to which wool may be put and ask the children if they would like to say thanks to the

Heavenly Father for wool for their clothing. With bowed heads, repeat:

Dear Heavenly Father, we thank Thee for wool for our clothing. Amen.

**The Story**

THE LAMB AND THE COAT

A little boy once wanted a warm coat, so he said to his pet lamb:

"Lamb, will you give me wool that I may have a warm coat for winter?"

"Baa!" said the lamb, which meant, "Take as much as you want."

The boy took the lamb to a farmer who carefully cut off the wool, put the wool in a bag, and gave it back to him, saying: "Take it to Grandmother Brown." This he did.

"You cannot make a coat out of loose wool," said Grandmother Brown. "I will spin and twist it into woolen thread. Now take it to Auntie Jones."

"Here is thread made from wool which my little lamb gave me," said the boy. "I want a warm coat for winter."

"You cannot make a coat out of thread," said Auntie Jones. "I will weave it into cloth." Auntie Jones took the thread and wove it in and out, back and forth, into a piece of long woolen cloth. "Take it to Mother," said she.

"Here is a piece of cloth made from thread which was made from the wool which my little lamb gave me," he said. "Can you make a warm coat for me out of it, Mother?" His mother cut and sewed and made a warm coat. "Take it to Uncle Jim," she said, "and he will finish it."

"Here is a coat," said the boy, "which Mother made from cloth made from thread which was made from the wool which my little lamb gave me. Can you finish it?"

Uncle Jim made buttons and buttonholes up and down the front so he could fasten it tight, and no cold could creep in and make him shiver on cold winter days. When the little boy put it on and buttoned it up, he was so warm and comfortable and happy that he felt like saying thanks.

"I thank you, Uncle Jim, for making buttons and buttonholes on my coat so I can wear it on a cold winter day," he said.

"I could not have made the buttons and buttonholes," said Uncle Jim, "if Mother had not made the coat. Thank her." He went to his mother.

"Thank you, Mother, for making the coat so Uncle Jim could make buttons and buttonholes and I can wear it on a cold winter day."

"I could not have made the coat," said his mother, "if Auntie Jones had not made the cloth. Thank her." He went to his Auntie Jones.

"Thank you, Auntie Jones, for weaving the threads into cloth so Mother could make the coat and Uncle Jim could make buttons and buttonholes and I can wear it on a cold winter day."

"I could not have woven the cloth," said Auntie Jones, "if Grandmother Brown had not twisted and spun the wool into thread. Thank her." He went to Grandmother Brown.

"I thank you, Grandmother Brown, for spinning the wool into thread so Auntie Jones could weave the cloth, mother could make the coat, Uncle Jim could make buttons and buttonholes, and I can wear it on a cold winter day."

"I could not have spun the thread," said Grandmother Jones, "if the lamb had not given you the wool. Thank him." The little boy went back to his lamb and said:

"I thank you, little lamb, for giving me wool so Grandmother Brown could spin the thread, Auntie Jones could weave the cloth, Mother could make the coat, Uncle Jim could make buttons and buttonholes, and I can wear it on a cold winter day."

"Baa! Baa!" said the little lamb, which meant, "You are welcome, little boy, I shall not miss it. But thank the Heavenly Father who sends the rain and the sun to make the green grass grow that I may eat and grow wool." Then the little boy folded his hands and closed his eyes and said so softly that only the Heavenly Father could hear:

"I thank you, dear Heavenly Father, for sending rain and sun to make the grass grow so that the little lamb could eat the grass and grow wool, so that Grandmother Brown could spin the thread,

Auntie Jones could weave the cloth, Mother could make the coat, Uncle Jim could make buttons and buttonholes, and I can wear it and be warm on a cold winter day."

**Expression**

After explaining to the children how sheep always follow a leader, choose different children, one at a time, to lead the others.

The children may make a baby blanket by folding the paper squares diagonally from corner, fringing or scalloping the edge, and finishing with crayons, either by representing border with lines or tiny designs in corner.

**Closing Song** (for music, see p. 221)

Gathering children together, ask how many can dress themselves. Suggest that through the week they can thank the Heavenly Father for wool for their clothing by taking good care of it. Ask them to see how many can help to keep their clothing in order.

**Dismissal** with hand-shaking

MATERIALS: A piece of natural wool, a large picture of "The Shepherd and the Sheep" and for each child one paper square six inches, crayons. The large picture of "The Shepherd and the Sheep" should be where the children can freely examine it and talk about it as they come in.

SECOND HOUR

Suggest a comparison between the lamb and other animals. The cat scratches when she is molested, the bird picks with its bill, the horse kicks, but the lamb has no method of defending itself and needs greater protection. Build a sheepfold of chairs and play a game of the shepherd

and his sheep. Let the shepherd lead the sheep forth for food and water every day and back to the fold every night. Let one of the sheep hide as lost and let the shepherd find him guided by the sound of his voice.

Study the pictures of shepherd and sheep.

MATERIAL: Any pictures of sheep.

GROUP II

# THE EARTH HOME

## LESSON V

# LIGHT

### I. WORSHIP

Have the children gather the spirit of attention through the counting exercise of Lesson IV (played as a game).

**Quiet Music:** "I Live within a Little House" (for music, see p. 216)

**Offering** with song, prayer of teacher, and children's response as usual.

**Song:** "We'll Open Wide the Windows" (for music, see p. 222)

**Prayer**

Recall one by one the things for which the child has already learned to be thankful. Repeat with them as follows:

Dear Heavenly Father, we thank Thee for flowers, for sunshine, for food, for our body house, and for clothing. Amen.

### II. THOUGHT FOR THE DAY

**Story-Conversation**

We love the beautiful summer time; we love to run out into the sunshine; we love to dig down into the dark earth or pile the sand into little hills. We are glad to live in the beautiful earth home.

When the Heavenly Father made the earth home he wanted it to be very strong, so he made it of stone and marble. Look for a moment at my hand. Inside are the strong bones and over these is the soft covering of flesh. It is just so in the earth home, inside is the strong stone,

and over it is the soft covering of dirt and grass. When I close my hands the bones show plainly; so in places the stones rise up, making the great hills and mountains. Between the hills lie the valleys of soft ground. Sometimes the hills, too, are covered with grass. Then flocks of white sheep may feed upon them, or if they are not too steep, men may plant them with seed, and fields of beautiful wheat and corn may grow upon their sides. But always underneath is the strong firm rock.

The Heavenly Father has hidden many rich gifts in the beautiful earth home. Man goes with hammer and pick. He digs into the earth and finds little pieces of iron. This is taken out and from it many things are made. (Let the children name things made of iron.) Man goes again and returns with gold and silver found in the rocks or washed up in the bed of some mountain brook. From gold and silver are made many beautiful and useful things. (Let the children name these.) Man may bring great blocks of marble which are made into beautiful buildings. Sometimes when a most beautiful piece is found it is given to a great artist who carves from it a beautiful statue.

Now let me tell you something very strange. When the Heavenly Father first made the earth it was covered with water, and all was dark. There were no trees, no flowers, no grass, no people. And the Heavenly Father said, "Let there be light!" and there was light. Let us close our eyes so that everything is dark and say together, "And God said, 'Let there be light'" (now open your eyes), "and there was light." (The children love to do this and it can be repeated several times.)

**Expression**

Let the children go about the room and find things which are made of iron or minerals, gold, etc.

They may sit at the tables and fold the three sheets of paper in the center, the short way, and fasten together into a little book. Let them tear a piece of black paper to represent stone and rock in the darkness and mount on the inside cover. The teacher should write the name of each child plainly on the front of his book. Keep the books through the series of six lessons, of which this is the first. Explain to the children that next Sunday they will put more in the books. Gather the children together and say with them once again, "And God said 'let there be light' and there was light."

**Closing Song** (for music, see p. 221)

Ask how many helped through the week to take care of their clothes, and to dress themselves. Suggest that they continue to try to see how much more they can do during the coming week.

**Dismissal** with hand-shaking

MATERIALS: Note what you have in the room that would represent objects of iron, stone, gold, silver; for each child three sheets of any stiff paper, soft gray, or other color, 10×8 inches, also black paper for tearing; about 6 inches of pretty colored string. A pen and ink or a pencil will be necessary for placing the name upon the book.

SECOND HOUR

If possible take the children out of doors and find stones, dirt, valleys, or whatever the landscape affords. If the

work must be indoors, study pictures of hills, waterfalls, valleys, the farmer sowing seed, the miner digging for coal, iron, etc. Tell the story of the little lamb lost on the steep rocks and the shepherd who found him in the dark and carried him to the light and warmth of the fold.

MATERIALS: Pictures as above.

## LESSON VI

## THE EARTH HOME—VEGETATION

### I. WORSHIP

**Quiet Music:** "Flowers Below and Stars Above" (for music, see p. 215)

Let the children enjoy looking at the flowers, leaves, and fruits.

**Offering** with song, teacher's prayer, and children's response

**Song:** "We'll Open Wide the Windows" (for music, see p. 222)

**Prayer**

Let the children tell the various things for which they wish to thank the Heavenly Father. If the following is suitable repeat with them:

Dear Heavenly Father, we thank Thee for flowers, and for sunshine, for food and for our body houses, and for clothing. Help us to be good children. Amen.

At close of prayer let teacher sing the following words, (for music, see p. 223):

We thank Thee, Heavenly Father,
For all things great and good,
Oh help Thy little children
To love Thee as they should.

### II. THOUGHT FOR THE DAY

**Conversation**

Last Sunday we learned how the Heavenly Father made the earth home, and it was covered with darkness. Can anyone tell me what the Heavenly Father said? "And

God said, 'Let there be light' and there was light"—the light of the sun. Then the Heavenly Father gave the good seed of tree and grass and flowers, and they all awoke to the sunshine, for each seed is a little cradle, and has within it a tiny baby plant. Sometimes the little seed cradle is hung high on the branch of a tree, or a vine, where the wind rocks it, but sooner or later it is hidden in the dark earth. Then the baby plant will outgrow its tiny cradle, it will push down its little feet rootlets, and lift up its little green head, and grow, and grow, until it becomes a great tall tree, a bush, a flower stalk, or a vine. Each bean cradle has a baby bean plant sleeping within it; in each apple seed sleeps a tiny apple tree, so small you cannot see it. In each nut seed sleeps a tiny nut tree; in every rose seed sleeps a tiny rosebush; in each violet seed is a baby violet plant, all waiting the time when the warm sun and the rain shall tell them to grow.

"And God said 'Let there be light,' and there was light," and the earth was covered with beautiful growing things.

And now I shall tell you something very strange; the green growing things help to make the hard foundation. Would you like to know how? In the autumn the leaves fall from the trees. All the summer they have been storing up strength from sun and air. Now they turn red and brown and yellow and fall to the ground. Where do they go? They dry and crumble into little pieces and sink into the ground. Sometimes they lie buried in the ground for many, many years. Then they harden and turn into coal. The coal we burn in our furnaces was once the leaves and tree trunks of the forests. When the coal burns it gives

back the warmth and light the leaves took from the sunshine many, many years ago. So the green leaves help to make the black coal, which we find hidden far down in the dark earth. They are the Heavenly Father's helpers because they keep the sunshine for his children. His little children may be helpers, also. They have a different kind of sunshine which they give out in happy smiles and happy faces. Did you ever see a sunny-faced child?

### The Story

THE ADVENTURES OF A CHERRY SEED

One day a little cherry seed slept in the heart of a round red cherry. It swung back and forth in the breeze without ever a thought of falling until suddenly a puff of wind sent it flying through the air. Down, down it went till it touched the ground. There it lay with many other cherries that had fallen from the same tree. Soon a little girl came running along from the cottage over the hill. She saw the cherries and gathered her hands full. These she put in a little tin pail. When the little pail was filled, the little cherry seed, in the heart of the round red cherry, was right in the middle of the pail. The little girl carried the cherries home and emptied them out on the window sill. Grandmother came into the kitchen and said, "What lovely ripe cherries. I will make a cherry pie for supper!" Of course the little seed did not hear, for it was sound asleep. Just before grandmother gathered up the cherries for the pie, a little bird hopped down on the window sill, and choosing the round red cherry with the little seed inside, took it by the stem and flew far away with it. She was going to carry it to her nest high in a tree, across the great river, but as she flew so swiftly the stem broke and the little seed, cherry and all, fell to the rocks below. "Chee! chee!" called the little bird, as it darted after the cherry, but the cherry had rolled into a crack in the rock and fallen far down to the ground below. There it lay hidden where no bird could ever find it, but the rains came trickling down, and the sun at noon sent long narrow rays in

search of the little seed. One day the seed felt something stirring within it. It awoke. It did not know what had awakened it. It did not know that God had called it, but it obeyed. It sent down its tiny rootlets and lifted its little green head. There was hardly room for it to unfold its leaves and send its tiny shoots up through the crack in the rock, but it went on growing slowly, patiently, bravely, pushing against the hard rock walls. At last the great rock split from end to end, and there arose out of it, not a little plant, but a great spreading cherry tree covered with round red cherries. The life which the Heavenly Father had hidden in the cherry seed had grown stronger than the great rock.

**Expression**

Let the children play they are seeds, awakening at the call of the sun and rain and growing into flowers and trees.

Let the children stand, and, bending slightly to the rhythm of "Butterflies,"[1] dramatize picking one flower at a time and placing it in an imaginary basket in the left hand. Movement must be slow. Let them tell to whom they will give their basket of flowers.

Let the children cut long grasses from the green paper and paste on the second page of their books; paste the orange and blue half circles (or whatever color may have been provided), as flowers.

**Closing Song** (for music, see p. 221)

**Dismissal** with hand-shaking

MATERIALS: For each child a strip of green paper from which grasses may be cut; two or three orange and blue half-circles 1 inch in diameter; paste, scissors, and the books which the children have commenced.

[1] If preferred, the music of "Whirl-about," in Poulsson and Smith, *Songs of a Child's Day*, may be used.

SECOND HOUR

Play the following blindfold game:

Let each child, one at a time, stand with hands behind him, and guess through the sense of touch what the teacher puts in his hands. Let him tell whether it is something God has made or whether man has made it; whether it is something taken from the ground or something which grew above it.

Place leaves from the collection provided between two sheets of semi-transparent paper, pasting the edges securely together, and let the children look through them when held to the light. These may be taken home and placed in windows.

MATERIALS: Seeds of cherry, apple, bean, etc., a whole apple, a collection of objects—coal, wool, grass, leaves, or any of the things in which the children have become interested. Also two squares of paper, sufficiently transparent when held to the light, but heavy enough to use for mounting.

## LESSON VII

# THE EARTH HOME—FISHES, BIRDS

### I. WORSHIP

**Quiet Music:** "I Live within a Little House"

**Offering** with song, teacher's prayer, and children's response

**Song:** "We'll Open Wide the Windows" (for music, see p. 222)

**Prayer**

Let the children tell what they would like to thank the Heavenly Father for. Be sure that they include the earth home. Repeat with them the following prayer:

Dear Heavenly Father, we thank Thee for flowers and sunshine, for food and for our body houses, for clothing, and for the beautiful earth home. Help us to be good and happy children. Amen.

### II. THOUGHT FOR THE DAY

**Conversation**

When the Heavenly Father had made the great earth home he made his sun to shine upon it. Then he made the good seed, and the earth was covered with beautiful growing things. But that was not all. The Heavenly Father said, "The grass and flowers are good, but they cannot see for they have no eyes, they cannot hear for they have no ears; they must stay always where they are growing; I will make something more wonderful still." So the Heavenly Father made the fishes, and all the animals that live in the water; and he made the birds and butterflies and bees, and all that fly in the sky above.

Would you like to hear a story of how a little bird helped?

**The Story**

HOW THE BIRD HELPED NOAH

Once upon a time the Heavenly Father said to Noah, "Noah, you must make a great boat large enough for your wife and for your sons, and your son's wives, and for two of every kind of animal, large and small, that walks upon the earth or flies in the heavens above, for it shall rain, and rain, and rain, until there is no dry place where any living thing may rest."

So Noah called his sons to him, and they cut down great trees, and they made a great boat like a house. He called it an ark. When the ark was finished, the animals came to him, two of every kind, great and small. (Let the children name large animals and small animals.) They all went into the ark; and Noah and his wife and Noah's sons and their wives went into the ark, and Noah shut the doors and windows, and it began to rain. It rained, and rained, until there was water all about them. By and by the water raised the boat from the ground and it floated away, Noah did not know where. It rained for forty days and forty nights, and then it stopped raining. Noah waited a long time and then he said:

"I wonder if there is a dry place somewhere? I must send someone out to see."

But what should he send? The horse could not go in all that water; the big elephant could not go, nor the little rabbit. Noah sent a bird, a dove, that could fly far out over the water. All day Noah waited and listened. At last he heard a tapping. He opened the window and the little bird flew in. It had found no place to rest, and so Noah knew that the water was still high above the ground. Noah waited a long time and then he again sent out the dove. At night the dove returned again, but this time it brought back a little green olive twig. Then Noah knew that the water had gone down below the treetops. Again Noah waited and again he sent the dove out. This time the dove did not return, so Noah knew that the water had gone down and that the bird had found a dry place in which to build its nest. Noah waited again, and then he opened wide the doors and the

windows and let all the animals go out, two by two, the elephant, the lion, the tiger, the bird, the butterfly, and the bumblebee; all creatures both large and small. They all went back to field and tree and forest homes. But of all the creatures in the ark, the little bird was the only one who could tell Noah when the waters were gone down.

**Expression**

Talk with the children about the picture of Noah's ark, and let them understand that it represents a picture made by someone who was thinking about the story, but never saw the ark.

Let the children play as birds, butterflies, and bees, and represent fish with a darting motion of the hands, palms placed together.

Let the children cut out[1] a fish and a bird, pasting one on the lower part and the other on the upper part of the book which they are making.

**Closing Song** (for music, see p. 221)

Suggest that this week the children see how many times they can go on errands for father or mother, just as willingly as Noah's little bird went on errands for him.

[1] For the smaller children not accustomed to cutting, a fish and bird in outline which can be easily cut may be provided; however, it is better to accept the crude effort of the child so long as he recognizes in it the thing he attempted to make.

**Dismissal** with hand-shaking

MATERIALS: A large picture of "Noah and the Ark"; for each child a 4-inch square of blue and another of orange or bright yellow paper for the cutting of birds and fish; scissors and paste.

SECOND HOUR

Talk about birds flying south when winter comes and about helping those that remain with us. Plan a feeding-place for them where they may come through the winter months. Let the children tell where they can make feeding-places at home. If practicable, go outdoors and feed some birds.

Look at pictures of birds and nests. Choose several children, giving each the name of a bird, and group them in the center. Tell the children to close their eyes while one of the group hides. The children opening their eyes may tell which bird has flown away. This may be repeated a number of times.

MATERIALS: Pictures of birds and nests.

## LESSON VIII

# THE EARTH HOME—ANIMALS

### I. WORSHIP

**Quiet Music**

**Offering,** with song, teacher's prayer, and children's response (for music, see p. 220)

**Song:** "Little Lamb, Who Made Thee?" (for music, see p. 236)

While the leader sings and plays, let those who wish be shepherds, and the others lambs.

**Prayer**

Let the children tell what they learned last Sunday for which they wish to say "Thank You" today. Repeat with them the following prayer:

Dear Heavenly Father, we thank Thee for flowers, sunshine, birds, food, clothing, and for the beautiful earth home. Help us to be good and happy children. Amen.

### II. THOUGHT FOR THE DAY

**Conversation**

Taking one of the books which the children are making, let the teacher open it at the first page and ask the children what story it tells. Repeat with them, "And God said, 'Let there be light' and there was light."[1] When God had made the earth home and given light, what followed? When the earth was covered with green, growing things, what did the Heavenly Father make that could see and

[1] The children may, as they repeat this verse, open and close their eyes.

hear and go from one place to another? (Let the children look at the book as you turn the pages.)

Continue somewhat as follows:

Then the Heavenly Father said, "I have fish that swim in the water, and birds that live in the air; now I must have animals that walk upon the dry ground and make their homes in tree and ground." So the Heavenly Father made the bear, the elephant and the lion, the horse, the cow and the sheep, and the little squirrel, and bunny and field mouse, and all the other animals of field and tree. Then the Heavenly Father gave all the animals to man, and said, "They are yours, and you may use them to help you. Some will give you food, some will give you clothing. The cow will give you milk; the lamb will give you wool; the horse will plow your fields and draw your heavy loads, or take you upon long journeys; the dog will guard your house and help tend your sheep. All these things are yours; but you must help care for them. You must see that they have food and water and a warm place in which to stay. You must be their friends. You must be kind and gentle to them, because they are your helpers which I have given you."

Ask the children if they would like to thank the Heavenly Father for our animal friends, and let them repeat:

Dear Heavenly Father, we thank Thee for our animal friends. Help us to be very kind to them. Amen.

**The Story**

THE HORSE WHO DROVE HIMSELF

Some men were once making a tall brick building. It was hot weather, and no one felt like working, so the building did not grow very fast. It was necessary to carry many bricks for the walls, and the higher the building went, the higher the bricks had to be carried. The men did not carry the bricks on their shoulders; they put a long rope over a pulley, or wheel, at the top of the building, and fastened one end of the rope to the box of brick; the other end they harnessed to the horse. Then, when the horse pulled, the rope would wind

and shorten until it raised the brick to the very top floor of the building. This was hard work for the horse, so they had to change horses every few hours, and let them rest. There was a little bell which the men rang when the load was ready to start, or had reached the top, so the driver would know when to tell the horses to go and when to stop. Among the horses was an old white horse named Dobbyn. One day they found that old Dobbyn did not need a driver. He would listen to the bell and start and stop at the right time all by himself. The strange part of it was that he did not grow tired as the other horses did, and could work much longer than they could.

Then the workman began to say to themselves, "If an old gray horse can work willingly, surely a man should do as much." So they forgot that the weather was warm, and the bricks and the mortar heavy, and went to work with a will; and before they knew it the building was finished.

**Expression**

Let the children sing and play the "Bunny Song" (for music, see p. 224).

"Hopping and leaping, little white bunnies,
Hopping and leaping, pray where would you go?
Eyes that are bright as two shining jewels;
Coat that is white as the new fallen snow."

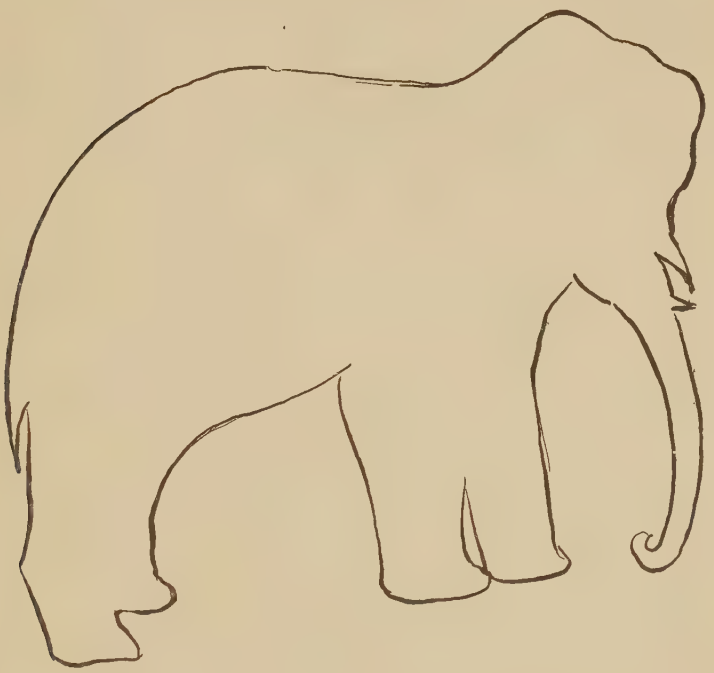
"Hopping and leaping, dear little Brother,[1]
Hopping and leaping, oh, do you not know?
We are your own little snowy white bunnies,
We will go with you wherever you go."

Hopping and leaping, little white bunnies,
Hopping and leaping, wherever you go,
Heaven has spread you a dewy fresh table,
Out in the fields where the green grasses grow.

In using this song, one child may be selected to stand by the teacher while she sings the first stanza; the remain-

[1] Brother or sister as the case may be.

der of the children stand as bunnies and join in singing the second stanza, after which the child representing the Brother or Sister may walk to the piano accompaniment of the song, the children following, hopping as bunnies. The teacher will then sing the third stanza.



For handwork, the children may cut from outline or free hand some animal and paste on the next page of their books.

If a story is desired, let the children choose which one they would like from those which have already been given.

**Closing Song** (for music, see p. 221)

Ask the children how many remembered to go on errands willingly; suggest that this week they try to see how well they can take care of themselves, and make themselves do the right things.

**Dismissal** with hand-shaking

MATERIALS: For each child a 5-inch square of paper contrasting in color with the pages of the book (if desired, animals may be outlined upon these squares with impression paper), paste, scissors, and the books which the children are constructing.

SECOND HOUR

Mount pictures of animals in a scrapbook, which may be sent to a hospital or to some needy child as a Thanksgiving gift. This work can be continued from Sunday to Sunday as opportunity arises. If a real animal can be brought in at this time and the children can feed and play with it, such activity would be appropriate.

Talk with the children about sheep, and recall their former conversations by such suggestions as the following:

We all know how the shepherd cares for his sheep. [Putting the ends of their fingers together, let the children make a sheepfold on their laps, the hands opening and shutting for the door.] In the morning he opens wide the door of the sheepfold and lets the sheep go out [all counting] one sheep, two sheep, three sheep, and a little white lamb, four sheep, etc. He leads them to the green fields for grass to eat, and to the quiet pools for water to drink. At night he leads them home again and puts them all in the fold [counting again]. One day when the shepherd had counted the sheep, he found that one little white sheep was gone. It had wandered away from the others and was lost on the rocks. A storm was coming, but the shepherd shut his sheep in the fold, and went out to find his sheep that was lost.

The rain fell; the wind blew and the lightning flashed, but the shepherd searched until he found his sheep that was lost, and brought it safe back to the fold.

MATERIALS: Pictures of animals suitable for cutting and mounting upon pages for a scrapbook. Material may be 12 by 18 inches, of paper cambric. These pages can be placed one upon another. If desired for the use of many children, the book may be covered with white oil cloth. This book can be sent as a gift to some group of children.

LESSON IX

## THE EARTH HOME—MAN

### I. WORSHIP

**Quiet Music:** "Flowers Below and Stars Above" (for music, see p. 215)

**Offering, with song**

**Prayer,** and response as usual

**Song:** "I Live within a Little House" (for music, see p. 216)

**Prayer**

Dear Heavenly Father, we thank Thee for flowers and sunshine, for food and clothing, for the beautiful earth home, and our animal friends. Help us always to be kind and ready to help. Amen.

**Song:** "Family" (for music, see p. 227)

### II. THOUGHT FOR THE DAY

**Conversation**

When the Heavenly Father had made the earth home, the flowers and the trees, birds and fish and animals, he made man, and gave him his wonderful body house.

The body house not only has windows, with little fringed curtains that we can open and close at will, but it has wonderful little doors (the ears), where visitors come in to see us. All the wonderful out-of-door sounds, the song of the bird, the call of the lamb, the rustling of the leaves, and the sound of the waves on the shore, are visitors which enter in at these ear doors, telling us of the wonderful outside world. The voices of mother, father, and friends come in at the same little ear doors. Suggest that the words we

speak and the songs we sing are the friends who come out at the mouth door, and that we must be very careful that these words are kind and the songs beautiful for the ear doors of those who hear them.

There is a memory room in our body house. Let the children close their eyes for a moment and think: Can you remember how Mother's voice sounds when she calls you to come in from play? Can you hear Father's voice when he comes home at night? Can you think of the sound of the train as it whistles in the distance, or the honk of an automobile as it hurries by?

There are pictures in our memory room also. Close your eyes again. Can you remember how your mother's face looks? Can you see the green grass? the flowers? the blue sky? These are pictures which you saw when you looked out of your eye windows.

When the Heavenly Father had given bodies to fish and birds and land animals, he gave to man a body more wonderful than any he had made before, for he said: "I have made the fish to swim in the sea, the birds to fly in the air, and the animals to walk upon the dry ground. Now I will make man, and he shall be my child; for he shall not only hear and see as the birds and animals do, but he shall learn about me, and hear my voice, and remember." So man became the child of God. Would you like to hear the story of how a little boy heard the Heavenly Father speaking to him?

**The Story**

WHAT A LITTLE BOY HEARD

Once there was a little boy named Samuel. When Samuel was very young, his mother, Hannah, took him to the house of God, and

asked Eli, the aged priest, to keep him, that he might learn to help in the house of God. Then Hannah went home and left him with the old priest. Once a year she would make the long journey back to see her little boy, and each time she would take him a little coat which she had embroidered for him. Little Samuel learned to help Eli in many ways. It was his work to keep the lights burning, to close the doors at night, and open them in the morning, and to do whatever Eli wanted done. Little Samuel was always quick and ready to help, and the aged Eli could always depend upon his doing whatever he was told to do.

One night when the lights were burning low, Samuel lay down on his couch to sleep.

"Samuel! Samuel!" came a voice.

"Here am I," replied Samuel, running to Eli's bed.

"I did not call thee, child," said Eli. Samuel went back to his bed and lay down again.

"Samuel! Samuel!" came the voice again.

"Here am I!" answered Samuel.

"I called thee not," said Eli. Again Samuel lay down, and again the voice called.

"Samuel!"

"Here am I," said Samuel, going again to Eli, "for surely thou didst call me."

Then Eli, the aged priest, knew that it was the Heavenly Father who was calling Samuel, and said,

"Go back to thy bed and lie down, and if the voice comes again, answer saying,

"'Speak, Lord, for thy servant heareth.'"

Samuel lay down, and again the voice came, calling,

"Samuel! Samuel!"

"Speak, Lord, for Thy servant heareth," said Samuel.

Then the Heavenly Father spoke to Samuel, telling him many things which Samuel should tell Eli in the morning, and Samuel remembered them all, and did as the Heavenly Father told him.

Show picture of Samuel, and suggest that the Heavenly Father is always ready to speak to his children when they

listen. He does not speak in a loud voice to our ears, but speaks in a still small voice to our hearts, and we know and are glad.

Let the teacher sing the following song (for music, see p. 235).

Heavenly Father, Thee I love,
As I love my Daddy
When he takes my hand in his,
Calls me "Little Laddie."

Heavenly Father, Thee I love
As I love my Mother
When she folds me to her heart,
And there is no other.

Heavenly Father, Thee I love
When the sun is setting;
Lights the golden evening star;
Thou art not forgetting.

Heavenly Father, Thee I love
When the rose is growing,
For Thy smile is sweeter far
Than its fragrant blowing.

Mother, Father, kind of heart,
Rose and sunset glory
Tell how good and fair Thou art,
In love's sweetest story.

[The preceding song was written following an investigation among children to learn what their conception of the Heavenly Father was. At one time the teacher was making paste when a little four-old boy entered the room. "What are you making?" "I am making paste from flour; do you know where flour comes from?" "Yes, it comes from the seed, and the Heavenly Father gives the good seed and sends the sun and the rain to make it grow." "Do you love the Heavenly Father?" "Yes, I love the Heavenly Father." "Why do you love the Heavenly Father?" With a little dart toward the teacher, his forefinger pointed at her, and eyes beaming,

"Because I love my Daddy!" "Oh, then the Heavenly Father is like your Daddy?" "Yes, he is, only my Daddy has brown hair and the Heavenly Father has white." "How do you know he has white hair?" "Because he has lived so long up there." Doubtless the child can gain his clearest conception of God through the thought of the kind, earthly parent. The Psalmist says, "Like as a father pitieth his children, so the Lord," and Jesus spoke continually of God as the Father.]

**Expression**

Call the children by name and let them see how quickly they can respond. Dramatize Samuel going to the House of God, letting different children take the part of Samuel.

Cut out or draw pictures representing man, and paste on next page of book.

**Closing Song** (for music, see p. 221)

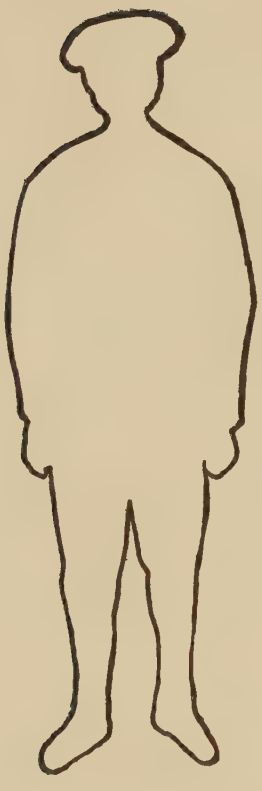
Gather the children about you, suggesting that this week they listen, and try to do whatever the Heavenly Father wants them to do.

**Dismissal** with hand-shaking

MATERIALS: Picture, "Samuel." Four-inch paper squares for cutting. On some of these may be outlined a figure of man, woman, or child, though the crudest representation which the child makes himself is better. Paste, scissors, and additional pages for the scrapbook.

SECOND HOUR

Using pictures, or animals if possible, compare the bodies of different ones, and the body of man, pointing out characteristics that especially adapt each one to his mode of living. Dramatize the story of "Noah and the Ark." Continue work on scrapbooks.



GROUP III

# THE HOUSE OF GOD

## LESSON X

# A HOUSE OF GOD

### I. WORSHIP

**Quiet Music:** "I Live within a Little House" (for music, see p. 216)

**Offering** with song, prayer, and response, as usual

Talk with the children about the things for which they have been accustomed to thank the Heavenly Father, and see if they can remember the last addition of the preceding Sunday, the "still small voice." Ask how many have listened, and tried to obey. Repeat with them the following prayer:

Dear Heavenly Father, we thank thee for sunshine and flowers, for food and clothing, for the earth home and our animal friends. We thank Thee for the "still small voice." Help us to be always ready to listen and obey. Amen.

**Song:** "Thanksgiving" (one stanza) for music, see p. 223

### II. THOUGHT FOR THE DAY

**The Story**

Would you like to hear a story about a boy named Jacob who learned to know the Heavenly Father, and how he thanked God for his care?

One day Jacob left his home and started alone upon a long journey. In those days there were no cars nor wagons, and Jacob had to walk and carry his clothing in a bundle. When night came he found himself alone and far from friends. There was not a house nor a tent in sight, nothing but the wild grass and trees and rocks as far as he could see. So Jacob lay down upon the ground, and taking a stone for his

pillow, went fast asleep. One would think a stone would be a very hard pillow, but Jacob did not find it so, for, in place of a cap, he wore many folds of a scarf bound around his head, so he could not feel the hard stone pillow.

As Jacob slept, he dreamed. He saw a ladder reaching from earth to Heaven, and upon this ladder the angels of God were coming down and going up. And the Heavenly Father spoke to Jacob, and said,

"This land where you are lying I will give to you. I will be with you wherever you go. I will care for you and bring you again to your home."

When Jacob awoke, he said,

"Surely the Heavenly Father is in this place, and I knew it not; this is the gate of Heaven; the house of God." So Jacob rose up early in the morning and took the stone which had been his pillow, and set it up on end, and poured oil upon it. There he knelt and prayed, promising the Heavenly Father that if he would give him food to eat, and clothing to wear, and bring him again to his home, as he had promised Jacob in his dream, that Jacob would remember to obey him, doing all things the Heavenly Father should tell him to do.

Show picture of Jacob's Dream, and let the children talk about it.

**Conversation**

In after-years people said, "Let us build a house where we can meet together and thank the Heavenly Father for his loving care." So they built a house and called it God's house. Have you ever been in a house of God? What do we now call it?

But the Heavenly Father does not live in houses made with hands. The earth, the stars, and all Heaven are his. But when we go to the house which man has built for him, the Heavenly Father is with us. He hears the songs we sing, and hears the thanks we say, for God is always with

us, everywhere. Let us remember, then, when we go to church, that we are going to the house of God.

Shall we thank the Heavenly Father for caring for us all the year long, in winter and summer, springtime and fall? Shall we sing our thanks to him?

Sing the following words (for music, see p. 223):

We thank Thee, Heavenly Father,
For all things great and good,
Oh help Thy little children
To love Thee as they should.

For flowers that blossom gaily,
For happy birds that sing,
For countless gifts that daily
The fruits of autumn bring.

We thank Thee, Heavenly Father,
For all things great and good;
Oh help Thy little children
To love Thee as they should.

**Expression**

Play going to church; or, if possible, take the children to a portion of the regular church service. Cut out and mount church in books.

**Closing song** (for music, see p. 222)

Suggest that the children again this week try to do quickly what they know the Heavenly Father wants them to do.

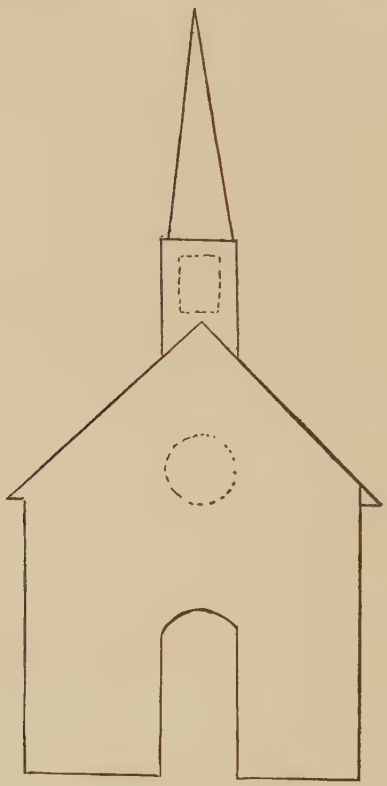
**Dismissal** with hand-shaking

MATERIALS: A large picture of "Jacob's Dream." A 4-inch square of paper for each child for cutting, paste, scissors, books, and work for scrapbooks.

SECOND HOUR

Talk about the story of Jacob's dream. The Heavenly Father cared for Noah; he also cared for Jacob. Lead the

children to tell the story of "Noah and the Ark," adding the story of the rainbow of promise, in which the Heavenly Father promises the repetition of day and night and summer



and winter, seedtime and harvest. (See Gen. 8:22.) Dramatize as usual. If blocks are available, let the children build churches, or all combine in making a large one.

LESSON XI

# BUILDING A HOUSE OF GOD

I. WORSHIP

**Quiet Music**

**Offering** with song, prayer, and response, as usual

Lead the children in the following prayer:

Dear Heavenly Father, we thank Thee for sunshine and flowers, for food and clothing, for the earth home, and for our animal friends. We thank Thee for the "still small voice." Help us to be always ready to listen and obey. Amen.

Ask the children if they would like to sing their thanks. Sing "We Thank Thee, Heavenly Father" (for music, see p. 223).

II. THOUGHT FOR THE DAY

**Conversation**

Who can tell what materials are used in building a church? Where do stones come from? From what are boards made? Everything we use or handle or see tells of something which God has made. Raise successively the questions: "Of what do stones remind us?" nails? a rose window? carpet? organ?" thus naming many of the things which the children can see. Of what are bells made? Where are church bells hung? Why do they hang bells far up in the tall church steeple?

HOW THEY CALLED THE PEOPLE

**The Story**

Once upon a time there was a little church with a tall steeple and windows of beautiful colored glass. It stood upon the very highest point of a hill which overlooked the valleys below, where

winding roads stretched far away to distant cities. Every morning the rising sun glistened upon the slender steeple until it looked like a finger of light pointing up to Heaven; and every night the setting sun turned the windows to gold. The people in the valley were busy and seldom glanced up, so the little church stood empty and alone, with no one to care for it. One day some friends came to the little church.

"How beautiful it is!" they said. "What wonderful stories its colored windows tell!" If only the people knew, they would wish to visit it, "but how can word be sent to all the villages and farms?" Every time they met they talked about it. They hunted through the basement; there were books, tables, and chairs. They went into the big room where the organ stood and dusted the seats and brushed the cobwebs down from the corners of the windows. They even climbed the stairway to the tall steeple. There, hanging in the shadows, they found three bells. One was a great large bell with a heavy voice, one a middle-sized bell with a voice not so low, and very sweet, and one a bell with a clear high voice. The bells had been silent so long, they, too, were covered with dust, but their voices were as strong and beautiful as ever.

"Ding! Dong! Come! Come!" said the great low-voiced bell. Its call sounded out over the fields and far down to the little mining towns.

"They must have opened the church on the hill," said the fathers, as they heard the great bell. "We will go; it is a long time since we have been there."

"Ding! Dong! Come! Come!" rang the sweet-voiced middle-sized bell.

"There must be service in the little church on the hill," said the mothers. "Come, let us go!"

"Ding! Dong! Come! Come!" called the little bell with the clear high voice.

"Oh!" said the little children, "the bell is calling us. We, too, will go." Little children, fathers, and mothers all went, some walking, some riding, along the winding roads which led up to the little church on the hill. When the church was filled everyone sat quietly. Then all the people rose and sang, and as they sang they heard the voices

of the bells, the great low voice, the sweet middle-toned voice, and the clear high voice, all joining in with fathers, mothers, and little children as they sang a song of thanksgiving.

**Song:** to music of "We'll Open Wide the Windows" (for music, see p. 222)

I see the tall church steeple,
Its finger point above,
It says, "Look up, oh, people,
For God is Love, is Love."

I hear the church bells ringing
Up in the steeple tall,
"Come enter in with singing,
For God is good to all."

**Expression**

Let the children play ringing church bells. Let them sing "Ding! Dong!" to music of preceding song.

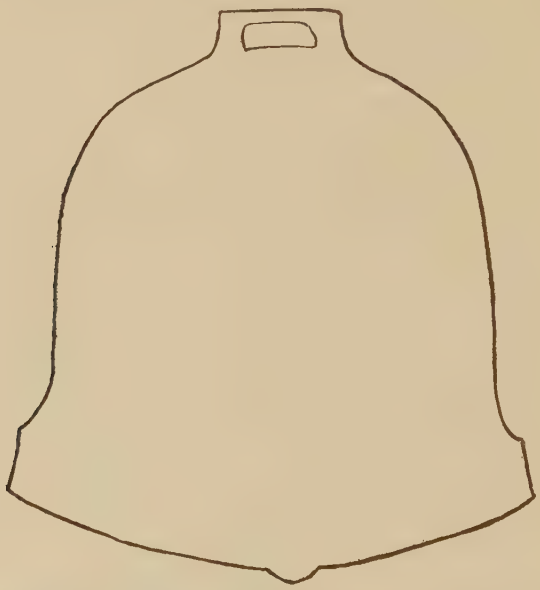
Suggest the coming Thanksgiving season. Remind the children of the things for which they have been accustomed to thank the Heavenly Father. Suggest that God's house is an appropriate place in which to give thanks. Lead the children to see that thankful hearts may express themselves in acts as well as in words. Help them to express a desire to bring to other children those things for which they also may be thankful. Bring in a basket and let the children play that they are filling the basket to bring to church and then to be taken to some other group of children in hospital or home. Ask each child who wishes to do so to bring something to eat or to wear the next Sunday, which can be taken as a Thanksgiving gift on Thanksgiving Day.

For handwork, cut out bell and paste in book.

**Closing Song** (for music, see p. 221)

Let the teacher gather the children about her and recall the earlier conversation with regard to the Thanksgiving gifts. Pin on each child a note to the parents, asking them to co-operate by reminding the children during the week.

**Dismissal** with hand-shaking



MATERIALS: Three-inch squares of paper for cutting bells (outline if desired). Paste, scissors, books which the children are constructing. Have notes ready for children to take home, carrying out Thanksgiving plan of giving suggested at close of lesson.

SECOND HOUR

Strike the different bells and let the children listen, blindfolded. Have them tell which bell was struck. Let

them recall all the bells that they know, and tell what each one says. Help them to think of the attitude of obedience to the call of the bell, whatever it may be.

Let the children construct a church with blocks, all working on the same large structure or each on a separate one. Retell the story of Jacob's dream and the stone as a place of worship.

Children may draw churches, towers, or bells, or work on scrapbooks.

MATERIALS: Bells of different tones (a dinner bell, toy bell, etc.). Pictures of people engaged in worthy occupations, and of churches. Encourage the children to bring pictures. Any which are unsuitable can be laid aside until forgotten.

## LESSON XII

# THANKSGIVING IN THE HOUSE OF GOD

### I. WORSHIP

**Quiet Music**

If possible, use a selection representing the ringing of bells; also "Flowers Below and Stars Above" (with flowers).

**Offering** with song, teacher's prayer, and children's response

**Song:** "I See the Tall Church Steeple" (for music, see p. 222)

**Prayer**[1]

### II. THOUGHT FOR THE DAY

**Conversation**

For what does a little flower say thank you? For rain and sun and good ground in which to grow. How does a little flower say thank you? By turning its smiling face to the sun and giving out its sweet perfume. For what does a little bird say thank you? For water and food, the blue sky, and the green trees. How does a little bird say thank you? For what does a little child say thank you? A little child says thank you for food and clothing and home and father and mother and friends. How does a little child say thank you? The child may learn about the

[1] In previous lessons the prayers have been suggested in order to indicate the principle upon which the spirit of prayer may be cultivated. In this, and frequently in succeeding lessons, the formulation of the prayer will be left to the teacher and the children in order that she and they may more closely study and express the prayer impulses of her particular group.

Father in Heaven and say thank you with his lips, in words: "Thank you."

**The Story**

WHERE THEY FOUND GOD

Once upon a time people said, "Let us build a great tower so large that we may all climb to the top, and so high that it will reach unto Heaven." They made brick, and built a great foundation. "Ah!" said the little lamb as it stretched its neck up to look across the foundation, "I wonder what this is? It is certainly not intended for a little lamb, for there is no green grass growing upon it." The lamb frisked away to the green fields. The people continued building. Higher the tower grew. Along came the horse.

"How is this?" he asked. "There isn't a pool here with so much as a mouthful of water on a hot day. Surely this is no place for a horse," and he trotted down to the brook.

Still the people builded, and still the tower grew higher.

"O ho!" said the giraffe, "I can eat from the branches of the trees, but I find nothing green here." The giraffe turned and took his way back to the woods.

Still the people builded. Up past the tops of the trees rose the tower. Bees and butterflies flew up and lit upon its edge.

"Oh," they said, "how high we are! But there are no sweet smelling blossoms here where we may gather honey for our breakfast; let us go back to the flowers." Down they flew to the clover fields.

Still the people builded.

At last only the little birds could reach the top. They rested upon the pile of bricks which the workmen had just brought up.

"We like to fly with the clouds," they said. "This is a fine resting-place, but we shall not build our nests here for there are no green leaves to shelter our little ones. It is too far from the beautiful earth. Let us fly down again."

On, higher and higher, rose the tower.

Then the Heavenly Father said, "My people cannot find me by climbing. I made the beautiful earth for their dwelling-place."

He changed their speech; each one spoke a different language. No one could understand what anyone else said. When people cannot understand one another, they cannot very well work together, so they had to leave the tower to the winds, the rain, and the sun, and go down to the earth below.

Some of the people went back to the meadows to care for the sheep.

"See," they said, "how the white wool grows long on the sheep that we may have clothing. Surely the Heavenly Father is here."

Others went down to the stream and plowed and planted the fields. "See," they said, "how the good seed sends up its green shoots that we may have bread; and how sweet is the honey which the bees gather from the flowers. Surely the Heavenly Father is here."

The birds flew from one end of the land to the other.

"The Heavenly Father is everywhere," said the people. "He has put a song in the heart of each little bird."

"Let us make brick," said the people, "and build a house where we can all meet together and thank the Heavenly Father, for he gives wool for our clothing, bread and honey for our food, and the sweet music of birds to make us glad."

They built a great house and said, "This is the house of God, our Heavenly Father, who lives not only in Heaven but also down upon the earth with his children, to care for them."

**Expression**

Play going to church and sing "We Thank Thee, Heavenly Father."

Prepare and put in basket gifts brought, ready for sending away. Play blindfold game with vegetables, fruits, etc., the children recognizing them through the sense of touch, eyes closed or blindfolded.

Let the children mount the song "We Thank Thee, Heavenly Father, for All Things," etc., on last page of books, which are then ready to be taken home for Mother and Father to see.

**Closing Song** (for music, see p. 221)

Suggest that since God has given so much to us, we should find ways of giving to others, and that there are many ways of giving. Ask the children to tell next Sunday ways they have found of giving to others.

**Dismissal** with hand-shaking

MATERIALS: Have ready a basket or box for packing the gifts which the children bring, any vegetables and fruit procurable; and for mounting upon the last page of the book have ready copies of the Thanksgiving song, "We Thank Thee, Heavenly Father," and, if possible, pictures of harvest scenes.

SECOND HOUR

Go out of doors and note evidence of harvest time, either in gardens or grocery-store windows. If possible, gather autumn leaves to trim the basket which is to be sent as a Thanksgiving gift, or, if this cannot be done, leaves can be cut from paper and substituted. Examine an ear of corn and head of wheat and note the increase which the Heavenly Father has given. With blocks build the church where the children of God may thank him for his constant care. Or retell and dramatize the story of Noah, emphasizing again the rainbow. Lead them to see that the rain and sun combine in making the rainbow, and also in bringing the harvest to field and orchard. Ask the children if they have seen rainbows in the sky; in the fountain. Work upon scrapbooks, adding pictures of harvests.

MATERIALS: An ear of corn and a head of wheat; building blocks; pictures for scrapbooks.

## GROUP IV

# BIRTHDAYS: LEADING TO CHRISTMAS, THE CHRIST-CHILD'S BIRTHDAY

## LESSON XIII

# BIRTHDAYS

### I. WORSHIP

**Quiet Music:** "I Live within a Little House" (for music, see p. 216)

**Offering** with song, teacher's prayer, and children's response

**Song**

As the songs become familiar, they may be chosen by the children when no special song is to be used.

**Prayer**

Dear Heavenly Father, we thank Thee for sunshine and flowers, for food and clothing, for the earth-home and for our animal friends. We thank Thee for the "still small voice." Help us to be always ready to listen and obey. Amen.

### II. THOUGHT FOR THE DAY

**Conversation**

How many little children are three years old? How many are four years old? How many five? six? How many have birthdays? Friends give us gifts upon our birthdays to tell us that they love us. The Heavenly Father gives a gift to every little child the day he is born. Can you guess what it is? It is the beautiful earth home in which to live. The blue sky above, the rich earth beneath, the yellow sun, and the silver rain are all for him. There are golden wheat fields for his bread and lamb's wool for his clothing. He may gather daisies in the fields, and violets in the woods, and make friends of little wild birds and squirrels. Beautiful hills and valleys, forests

and lakes, are all his when he becomes old enough to enjoy them. What the baby needs first is the loving care of father and mother. He is so little he can do nothing for himself. Whenever a little child is born into the world the Heavenly Father speaks in the "still small voice," saying,

"I give to you a little child. I am his Heavenly Father. You must help care for him, and love him tenderly, for he is a child of God."

Lovingly, mother cares for her baby. She wraps him in warm clothes; she feeds and rocks him; she talks to him, telling him all sorts of little love stories. When he is sleeping she watches near him. In the night his least little cry will waken her, for she loves her baby so dearly she never really forgets him even when she is asleep.

When father is at work he thinks of his little one, and at night hurries home to see mother and baby.

Some birthdays come in summer and some in winter. It all depends on when you were born. Sometimes little children give birthday gifts to mother or father. Do you remember the story of Ralph and the birthday gift he gave his mother? Ralph was glad, too, that he had a mother and wanted to tell her how much he loved her. There are many ways in which little children can tell mother and father they are thankful for them and love them. Let the children tell ways.

Play "The Family" (for music, see page 225) with the thought that each member of the family rejoices because the Heavenly Father has given the one whose birthday is being celebrated to them, to be one of their family. Grandparents and uncles and aunts and cousins are next in the widening circle, and they also remember and send greetings.

## The Story

### HOW A LITTLE BOY GREW

Old mother hen called to her baby chickens just out of the shell: "Cluck! Cluck! Come scratch for your breakfast!" The little yellow chickens followed her all around the farmyard, scratching and pecking away.

"Baa!" said mother sheep to her baby lamb. "Come, little white lamb, to the meadows and play." The baby lamb followed mother sheep to the meadows, and frisked and jumped as he played about her.

"Quack!" said mother duck. "Come to the water and swim, little ducks!" Little ducks swam in the water. Baby calf followed mother cow to the pasture; baby colt capered along beside mother horse as she worked in the field, and the baby birds flew with mother bird far over the brook and back again. Only the baby child in the house lay quiet and asleep. He was the weakest of them all, and could not run nor fly, nor even lift his head. Mother bird sat upon the window sill and sang, "What can your baby do?" to the baby's mother. "Can he walk? Can he fly?" The baby's mother heard the hen calling and the little chickens peeping, heard the sheep calling and the little lamb answering.

"Baby chickens and baby lamb are answering their mothers," she said to her baby as she kissed his tiny hands. She was waiting for his first smile, for then she would know that he knew her.

"Chickens, birds, lambs—all shall belong to you, my precious one," she said, "when you are older."

A year passed by. Again the bird flew to the window and sang. What could the baby do now? He was learning to walk. His face was happy with smiles, for he loved his dear mother. His mother had made a small, round cake, and put a candle upon it, just one candle, for he was just one year old. It was his first birthday.

Another year went by, and again the bird flew to the window and sang. This time there were two candles on the cake; baby was two years old. His mother had given him a little cart which he could draw, for he could now walk all around.

Another year went by. Baby was three years old. Mother put three candles on his cake. Four years—four candles; five years.

What can a little boy do when he is five years old? The bird flew up to the window sill, and down again, for the room was empty. The little boy was not there. He had risen early and dressed himself, and was out feeding the ducks and chickens. He gave salt to the sheep; opened the gate for the cows to go to pasture. After breakfast he gathered the eggs in the hen house and looked at the pictures in the new book his mother had given him. Then he helped hang the new birdhouse his father had made for him. Mother bird sat on a nearby branch and sang:

"Here's a beautiful new house for me, for me!" over and over again. "Why!" she said, "we all belong to the child, he is caring for us."

Years came and went. The little boy became a man. Then he planned and helped make a beautiful park with trees, flowers, paths, and birdhouses, with swings and teeters and long green stretches of grass, where little children could play. He had a wonderful little bridge built across the river so little children and their fathers and mothers could come across from the other side and enjoy the beautiful park. Sometimes the children would point up to the house and say, "That is where our friend lived when he was a child. That is the room where he was born." And once a year they would say, "This is his birthday, he was good to us."

**Expression**

Let the children show through motions what a little child of one year can do, a child of two, three, etc. Sing the birthday song (for music, see p. 226).

Happy, happy birthday we wish to you!
May the days be filled with cheer,
Joy and strength through all the year!
Happy, happy birthday we wish to you!

Light the candles before singing the song. If the children do not know the song, repeat it several times. (When the birthday song is used for a child who has a birthday, the child may stand in front on a little chair

beside the lighted candles, which the teacher probably holds. After the singing of the song, let the child choose little friends, one at a time, to blow out the candles. If the child's mother can be present she might tell what the little child could do at one year of age, two years, etc., letting the child tell what he can do at his present age, being careful to remember that at this age he cannot tell definitely, and that what he may wish to do is often confused with what he can really do.)

Draw flowers to be given to mother, or, if preferred, cut and mount flowers. If time is too short, put this into the second hour.

**Closing song** (for music, see p. 221)

Suggest that this week the children find ways of showing mother and father that they love them.

**Dismissal**

MATERIALS: Have ready birthday candles and matches. For the handwork children will need drawing paper and colored crayons. (Lead the children to draw in mass by calling their attention to the beautiful coloring of the leaves and petals which extend over the entire surface and not just around the edge.)

SECOND HOUR

Sing and play "Bunny Song" (for music see p. 224; for directions for playing, see Lesson VIII). Retell the story, "Ralph's Birthday Gift for His Mother" (Lesson I). Let the children fold envelopes for the drawings they have made for mother. Talk about how they will surprise her with their gifts.

MATERIALS: Nine-inch paper squares for making envelopes.

LESSON XIV

## CHRISTMAS, THE CHRIST-CHILD'S BIRTHDAY

### I. WORSHIP

**Quiet Music**

Play the music to "Away in a Manger" (for music, see p. 228)

**Offering** with song, teacher's prayer, and children's response

**Song:** "Away in a Manger" (for music see p. 228)

Away in a manger, no crib for a bed,
The little Lord Jesus laid down his sweet head;
The stars in the heaven looked down where he lay,
The little Lord Jesus asleep on the hay.

The cattle are lowing, the baby awakes;
But little Lord Jesus, no crying He makes;
I love Thee, Lord Jesus, look down from the sky,
And stay by my cradle till morning is nigh.

**Prayer**

Dear Heavenly Father, we thank Thee for Christmas and the Baby Jesus. Amen.

### II. THOUGHT FOR THE DAY

**Conversation**

Each year brings to every man, woman, and child a birthday. We give gifts to friends on their birthdays to tell them of our love. But there is one time in the year when everyone seems to be planning gifts and surprises for everyone else. Father is planning a surprise for mother and mother is planning a surprise for father. Grandma

and grandpa are planning gifts and even little people are whispering their plans. Father and mother come in with queer-shaped bundles under their arms and quickly hide them away. Little people are tucked away in bed, while grown people sit up late to plan and work over Christmas surprises. Are you planning any Christmas surprises? (Let the children tell their Christmas plans and expectations.)

### The Story

Mary and Joseph had taken a long journey, and when they reached the little town of Bethlehem they found the city was crowded with people, and there was no room in the inn or hotel where they could sleep. So at last they went into a stable, where the cattle stay at night, and lay down upon the hay to sleep.

That night the Heavenly Father sent the little Christmas Child to them, and Mary, his mother, wrapped him in soft white clothing, and laid him on the hay that was in the manger, where the cattle fed. Wasn't that a strange cradle for a little baby? But it was soft and safe. How surprised the cattle must have been! For they had never seen a little baby in their manger before. And the little gray doves in the shadows above, they, too, must have been surprised.

Little gray doves in the shadows that creep,
Fluttering, cooing, and wondering why,
Lies in the manger a baby asleep,
While angels are singing his praises on high,
Little gray doves, God loves, that is why.

And the angels folded their wings and watched over him all night long.

Were there any gifts for the little Child Jesus on that first Christmas? No one knows exactly, but I should not be surprised if the shepherds who went to see him carried white wool to make the manger soft and warm; and I should not be at all surprised if the little shep-

herd boy who went with the other children carried him his own little white lamb. What would you have taken had you been there?

**Expression**

Show picture, "Holy Night."

Sing the following song (for music, see p. 229):

"Mother, mother, have you any wool?"
"Yes, little shepherd boy, two arms full;
Brought by the shepherds at the break of day,
To make the manger warm and snug
Where my baby lay."

"Mother, mother, here's a lambkin white,
For a little baby born on Christmas night."
"He shall be a shepherd when he older grows;
He shall gently lead his lambs
Wheresoe'r he goes."

Let the children dramatize the song if they wish.

Draw Christmas trees, or cut out pictures to be mounted the following Sunday in scrapbook to be sent to hospital or to needy children as Christmas gift.

**Closing Song** (for music, see p. 221)

Suggest to the children that they may be little Santa Clauses. Ask them to bring toys they have loved that would make other children happy, or new toys to be given to those who would not have them otherwise. (Send notes of explanation to mothers.)

**Dismissal**

MATERIALS: Have ready the large picture, "Holy Night"; for handwork, crayons and drawing paper, or pictures and materials for making scrapbook; also notes for parents.

SECOND HOUR

Choose children, one at a time, to stand as Christmas tree while others hang imaginary gifts for members of the family and for friends, each telling what the gift is and for whom it is being hung.

Sing with motions, "Little Christmas Tree" (for music, see p. 232):

Little Christmas Tree,
  Grown so straight and tall,
Wishes Merry Christmas
  Unto one and all.

Wind its boughs with garlands,
  Candles burn as bright
As the stars of Heaven
  On a Christmas night.

Bend its slender branches
  With our gifts of love;
Came upon a Christmas
  God's gift from above.

Sing, oh happy children!
  Burn, oh candles bright!
Christ, the Christmas Baby
  Came on Christmas night.

First stanza, children stand as trees in circle, arms extended at sides as branches.

Second stanza, first line, children join hands making garlands. Second line, hands in front, forefingers raised as candles; third line, represent stars by twinkling of fingers, hands raised above head.

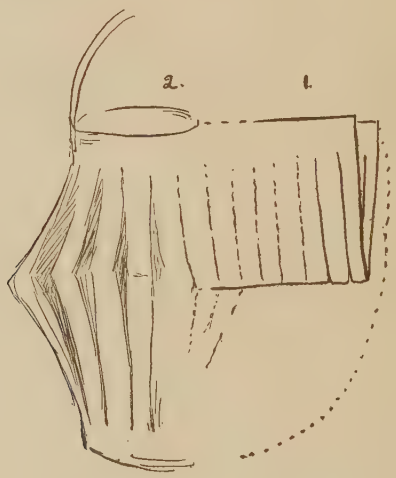
Third stanza, first and second lines, arms slightly raised from sides as bending branches; third and fourth lines,

left arm held as if holding baby, which the right hand caresses.

Fourth stanza, first line, clap hands in time to music; second line, forefingers as candles; remaining lines, holding baby as in stanza above.

If handwork is needed, make lanterns and chains.

MATERIALS: Four-inch squares of colored paper for making lanterns; and strips of colored paper about $\frac{3}{4} \times 5$ inches, for making link chains; scissors, paste.



LESSON XV

# THE THREE KINGS

## I. WORSHIP

**Quiet Music**

Let the piano play the music to "The Three Kings" (for music, see p. 230)

**Offering** with song, teacher's prayer, and children's response

Children: "We Love Him Because He First Loved Us" (for music, see p. 220)

**Song:** "Away in a Manger" (for music, see p. 228)

**Prayer**

Dear Heavenly Father, we thank Thee for Christmas and the Christmas Child. Help us to make others happy at Christmas time. Amen.

## II. THOUGHT FOR THE DAY

**Conversation**

Recall briefly the meaning of Christmas, the Christ Child's birthday; gifts that may have been brought by the shepherd children, etc.

**The Story**

### THE WISE MEN AND JESUS

In a far-away country, called the East, three Wise Men were studying the stars. "Look!" cried they. "There is a new star in the sky, more brilliant than any others. It comes to tell us that some wonderful child is born who is to be king of his people. Let us go at once and find him."

The Wise Men made ready food and water which they must carry with them on the way, and, mounting their camels, started upon their long journey. As they went, the star which they had seen in the

heavens went before them, showing them the way. Day after day they traveled, for it was a long time before they reached the country where the Christmas Child was born. At last they stopped at the great city of Jerusalem, and asked the king and the people who lived there where the new born King was, saying, "We have seen his star in the East, and are come to worship him." But they could not tell.

Again the three Wise Men mounted their camels and went upon their way, this time taking the road to Bethlehem. And again the star went before them and led them until it came to the stable where the young Child lay. The Wise Men entered, and there they found the baby Jesus with Mary, his mother, and Joseph, his father. Then the Wise Men opened their bags and gave him gifts of gold, and spices and sweet perfumes; and they knelt down and worshiped him. When they had done this they returned to their homes, thanking the Heavenly Father for the wonderful gift of the Christ Child.

Jesus, the Christ Child, had come to bring the message of the Heavenly Father's love to all the world, and so the Heavenly Father sent his star to the far-away country to tell the Wise Men he had come.

Let the teacher sing the following song without interruption, as part of the story, to the piano accompaniment (for music, see p. 230):

I

Three Kings in glory came from far,
Safe guided by a radiant star,
Which shed its beams of golden light
Throughout the darkness of the night.

II

Three Kings in glory came from far,
Safe guided by a radiant star,
To where a little baby lay
All pillowed soft upon the hay.

III

Three Kings in glory came from far,
Safe guided by a radiant star,
Brought gifts of gold and incense sweet
And knelt and laid them at his feet.

*Refrain*

Glory to God! Glory to God!
Peace on earth, good will to men;
Bethlehem's manger cradles a child,
Peaceful and loving, gentle and mild;
Jesus the Savior is born!
Jesus the Savior is born!

IV

Three Kings in glory came from far,
Safe guided by a radiant star,
Gave thanks to God whose love had given
So fair a gift in the Child of Heaven.

**Expression**

Show picture of "The Three Kings." March to music as though following Star. Dramatize "The Three Kings" to the preceding music which the teacher sings. Three children as kings start from the farthest corner of the room and walking slowly, single file, hands held together as though carrying gifts, proceed to the manger (two small chairs placed fronts together). At the third stanza they kneel, reverently bowing heads and placing imaginary gifts upon the floor. At the close of the third stanza the rest of the children stand as angels, hands raised as wings, and join in the "Glory to God." The fourth stanza is then sung by

the teacher while the three kings rise and pass to their places.[1]

Fold a paper square, 4×4 inches, in half, fold again in half from the folded corner, and again half. Beginning at about an inch from folded corner, cut to opposite point, making a four-pointed star; mount, or let children make star by cutting pieces and pasting together in shape of star.

**Closing Song** (for music, see p. 221)

Speak of the happiness of Christmas time, and suggest that one of the ways to give happiness is to obey quickly and happily.

**Dismissal**

MATERIALS: Have ready picture of "The Three Kings." If the children are making scrapbooks, have ready materials. If the star is to be made, have ready 4-inch paper squares and heavy paper or card for mounting, paste, and scissors.

SECOND HOUR

Dramatize the song, "The Shepherd Boy's Gift." Tell the story of the wandering Christ Child.[2] Work on lanterns, chains, scrapbooks, or other Christmas plans.

MATERIALS: According to plans.

[1] In the kindergarten where this story is dramatized at Christmas time, the children call for it from time to time through the year. At Easter time after hearing an adaptation of Mrs. Burnett's story of "The Land of the Blue Flower," in which the little child was told the grass, the rain, the sun, the stars were all his brothers, for the Heavenly Father made all things, they asked to have it repeated. There was not time for a repetition, but they were told they might sing a song. "Let's sing 'Glory to God'," exclaimed a four-year old, springing to his feet and waving his hand. Other children asked for "Away in a Manger." There had been no connection of thought made, but the same religious emotions had been aroused and the Christmas song was the natural reaction.

[2] From *Child's Christ Tales*, by Mrs. Andrea Hofer Proudfoot.

LESSON XVI

# CHRISTMAS LESSON: THE FIRST CHRISTMAS

I. WORSHIP

**Quiet Music**

Let the piano play the music to "The Three Kings" (for music, see p. 230).

**Offering** with song, teacher's prayer, and children's response

**Song:** "Away in a Manger" (for music, see p. 228)

**Prayer**

Dear Heavenly Father, we thank Thee for Christmas and the Christmas Child. Help us to make others happy. Amen.

II. THOUGHT FOR THE DAY

**Conversation**

Draw from the children the story of the Christmas Child. Who can tell the story of the Christmas Baby? Where did his mother lay him? In the manger. What lives in a stable and eats grass from a manger? Woolly white sheep, calves, horses, and donkeys. Who came to see the Christmas Baby? Shepherds.

**The Story**

THE ANGELS AND THE SHEPHERDS

It was the first glad Christmas night. In all the years before there had never been a Christmas. Little children kissed their mothers goodnight and went fast asleep, never dreaming the night was not like other nights.

Darkness crept up over the hills, and a hush fell upon the little town of Bethlehem. Silently, and one by one, the stars crept into

the evening sky. Out in the fields the white sheep lay huddled closely together. Near by, that no harm might come to their flocks, the shepherds watched through the long night hours.

Suddenly the shepherds started. A light shone round about them, and lo! the angel of the Lord stood before them in garments of shining white. The shepherds were afraid, and drew back trembling with fear, but the angel said to them, "Fear not, for I bring you good news, which shall be to all people; for unto you this night is born a Child, which is Jesus. You shall find him lying in a manger."

Suddenly there was with the angel many angels all singing and praising God and saying, "Glory to God in the highest, and on earth peace, good will toward men."

When the angels had disappeared into the heavens the shepherds looked at one another. What was this wonderful thing that had happened? They left their sheep and hurried up the hill to the city.

"Where is the new-born child," they asked, "of whom the angel told us?" The people of the city did not know. The shepherds knocked loudly at the inn door.

"Where is the new-born child of which the angel told us?" The people of the inn did not know.

"We shall find him lying in a manger," the shepherds said, "for so the angel told us."

The stable door was open, and the shepherds entered. There they found Joseph and Mary, and, lying in a manger, the new-born Babe. Then the shepherds were filled with joy, and they returned to their flocks telling all they met on the way of the Child whom the Heavenly Father had sent, and how the angels sang to them as they watched their flocks on the fields of Bethlehem.

**Expression**

Show picture of "Angel and Shepherds."

Let the children march as following Christmas Star. Dramatize "The Three Kings" or "The Shepherd Boy's Gift."

Mount picture of "Holy Night" for mother or father.

**Closing Song** (for music, see p. 221)

Suggest and talk about showing Christmas love to others.

**Dismissal**

MATERIALS: Have ready the large picture of the "Angels and the Shepherds." For handwork, prepare mounting cards for pictures of "Holy Night," which children are to take home as Christmas gifts.

Also have as a surprise for the children the picture of the "Angels and Shepherds," which the teacher has already mounted for hanging. Have it inclosed in an envelope so the child can easily carry it, and will not know what it is until he opens it at home. Write across the back for information of parents: "First of a series of pictures to be given to the child."

As pictures are to be added from time to time, a regular size, color, and quality of mount should be chosen (6×7 inches will conform with the shape of pictures). Two holes may be punched in the top through which cord or ribbon may be passed for hanging. Also have at hand any Christmas work which may be completed, such as chains, lanterns, etc.

SECOND HOUR

Sing "Little Christmas Tree." Continue plans for Christmas giving. Fold envelopes for inclosing mounted pictures to be given to mothers.

MATERIALS: Sheets of paper two inches longer than the mounts and one inch plus twice the width of the picture will make an attractive envelope.

LESSON XVII

# THE CHRISTMAS BABY IN THE HOUSE OF THE HEAVENLY FATHER

I. WORSHIP

**Quiet music**

**Offering** with song, teacher's prayer, and children's response

**Song**

Let children select.

**Prayer**

Dear Heavenly Father, we thank Thee for Christmas and the Christmas Child. Help us to make others happy through all the glad New Year. Amen.

II. THOUGHT FOR THE DAY

**Conversation**

Did you have a merry Christmas? (Let the children tell their experiences, especially telling how they tried to make others happy.) Would it be nice to have Christmas every day in the year? Lead the children to see that Christmas would soon become a burden if we tried to remember everyone every day, and that soon there would be no place for all the toys and gifts. But there is one part of Christmas that it would be lovely to have every day of the year, and that is the Christmas love. Every day we can remember that the Heavenly Father has sent the Christmas Child. When the Heavenly Father sends a little child to live with us it is not just for his birthdays, it is to be with us all the time; you know how it is with little

brothers and sisters in your own homes. The Heavenly Father sent the Christmas Child to bring us Christmas love and Christmas joy through all the year. On Christmas Day we try to make mothers and fathers, brother and sisters, grandmothers and grandfathers, everyone, happy; we give them gifts to tell them of our love. On other days we love them just as much and show our love in many ways. (Let the children tell ways: obedience, helpfulness, cheerfulness, etc.)

**The Story**

THE CHRISTMAS CHILD IN THE HOUSE OF GOD

Would you like to hear a story of the Christmas Child when he was still a tiny baby, too little to sit up alone?

Nearly six weeks have passed since the first Christmas night. Day after day the little Christmas Baby had grown. Though still a tiny baby in his mother's arms, he had learned to know her loving face, and would smile back at her. Every day his little face grew brighter and sweeter. Then, for the first time, Mary and Joseph took him to the house of God, called the temple, in the beautiful city of Jerusalem. It was a long way to carry a little baby, but it was a pleasant journey. The road lay over hills and near the foot of the mountains. On one side the beautiful green fields stretched away to the sea. Mary, holding her baby in her arms, rode upon a donkey, which Joseph, who walked by her side, was leading.

"Today," said Mary, "our little one shall be given to the Heavenly Father, to whom he belongs first of all."

Through the gates of the great city they passed and along the streets to the house of God. It was a beautiful house; the tall pillars, the walls, and the ceiling were covered with fine gold. Into the house of God Joseph and Mary took the Baby Jesus.

There was living in the city at that time a good man named Simeon. Simeon was watching in the temple when Mary and Joseph entered. When Simeon saw the Baby Jesus he knew that it was the Child whom the Heavenly Father had promised to send.

Taking the baby in his arms Simeon said, "Now my eyes have seen the Child. He shall be a Light to show all people the way." Then Simeon put the Baby Jesus back into his mother's arms.

Should we not like to have been there to see Mary and Joseph pass by with the Baby Jesus and get a peep at the sweet baby face? The Heavenly Father wanted Mary and Joseph to take care of the Baby Jesus and so they took him home again to live with them. Sometimes when Mary was holding her baby, she would think of how great the Heavenly Father's love must be, and would remember how the angels sang the night that Jesus was born. She would look into her baby's smiling face, sweet with love, and there was Christmas happiness all the year with Mary.

**Expression**

Let the children show by motions things that they can do expressing Christmas love, thus making others happy. Repeat motions to rhythm of music (for music, see p. 232).

Let the children draw pictures of helpers, a mother and her baby, an older sister or brother doing something to help.

**Closing Song** (for music see p. 221)

Suggest that the children see in how many ways they can continue to show Christmas love this week.

**Dismissal**

MATERIALS: Drawing paper and colored crayons.

SECOND HOUR

Talk about how each year the child grows taller and stronger; measure; emphasize the thought that each day he should become more skilful, more careful, more thoughtful, and stronger to help. Plan ways of bringing happiness to someone. Plan to take special care of birds during January and February.

Dramatize Christmas songs. Go out and feed the birds if possible. Play writing little letters to take home to mother which will say: "I love you"; "I am your helper."

MATERIALS: Little sheets of notepaper for writing letters. This may be ordinary child's notepaper, or plain paper with some little figure stamped in the corner.

GROUP V

# GROWING AND BECOMING STRONG FOR SERVICE

LESSON XVIII

# THE CHILD JESUS GREW

## I. WORSHIP

**Quiet Music**

**Offering** with song, teacher's prayer, and children's response

**Song**

Teacher or children may choose.

**Prayer**

## II. THOUGHT FOR THE DAY

**Conversation**

When you want a drink, where do you get one, if you are at home? if you are in the park? Sometimes our water comes from rivers or lakes through pipes, and then we turn a faucet to get it. Sometimes it comes from wells and is pumped or drawn up. Have any of you seen wells? Sometimes it comes from a spring in the rocks or in the ground. Then it springs or shoots out of the ground or rock. Have any of you ever seen a spring? Where? Did any of you, when playing, ever pile sand into hills or mountains and make tiny roads leading down from them? Did you ever make little rivers and lakes out of puddles after a rain? Did you ever dig wells or holes in the sand at a lake or the seashore? What happened when you dug them deep? (filled with water.) Would you like to hear what one of our poets has written about these little wells in the sand? (Read "At the Seaside," found in Robert Louis Stevenson's *Child's Garden of Verse.*)

In some countries people have to depend upon wells for water. Their wells are very precious, for without them they could have no water for themselves or for their sheep and cows, and no living thing can live long without water. When the people found a spring where the water was bubbling up they built a little stone wall about it and placed a flat stone over the opening at the top so nothing could fall into the well. Then they went there to draw water to fill their water bags and jars. Often the women carried water jars on their heads. It was in this way that Mary carried water for her family, and she and the Child Jesus often stopped to talk with friends at the well, for many people would draw water at the same well. Let us make for ourselves a story of Jesus when he was old enough to play with other little children in the village.

**The Story**

THE CHILD JESUS AT PLAY

The Child Jesus grew and became strong. Sometimes he went with his mother to help her carry water from the well, filling his little jar beside her larger one. Then, on the way home, she would tell him how precious their well was. In the olden times, she said, when people finished building a well they danced around it and sang to it, saying,

"Spring up, O Well;
Sing ye to it!
Dug by the princes;
Out of the desert a gift!"

"What does 'Out of the desert a gift' mean?" asked the child.

"It means," said Mary, "that the well is a gift to all those who live in dry places, a gift from the Heavenly Father, who cares for all his children."

When the water jars were set away in a cool place the Child Jesus went out to play. He dug a little well in the sand and put

stones all about it, very much as the large well was made which held real water, where he and his mother had been. It did not matter that the water did not flow up into it; he and his little friends could dance around it and sing,

"Spring up O, Well;
Out of the desert a gift!"

"Who will come to my well?" asked the Child Jesus. "Here is water for all."

"We wil'," said the children. "We have brought our camels far across the desert, and they are very thirsty. Can we get water for them here?"

"Here is water," said the Child Jesus, as he pretended drawing it up and pouring it out into an earthen dish. "Thank you," said the camel drivers.

"Can I have water for my donkey?" asked the little boy who lived across the street.

"Here is water for your donkey," said the Child Jesus, and again he lifted the stone and drew out water.

"I am a poor traveler come from a far country," said a little girl with dark eyes. "May I have a drink?"

"Yes," said the Child Jesus, "here is water; drink all that you wish."

"I have come to draw water for my sheep," said another child.

"Here is water for your sheep," said the Child Jesus.

"May I play, too?" asked a little boy who came along the road, followed by his little dog.

"No," said the neighbor children. "You cannot. You broke down our hills the other day. He cannot play, can he?"

"I will not spoil anything today," pleaded the boy. "Can't I play?"

"He can play," said the Child Jesus. "He will play fair today; he wants a drink for his dog. Here is water for all, a gift for the thirsty from the Heavenly Father."

The little boy and the dog presented themselves at the well. They were tired and dusty, for they had been running along the road in the hot sun.

"Would you like a *real* drink?" asked the Child Jesus, "and water for your hands and face?"

"Yes," said the boy. The Child Jesus ran into the house and brought out his own little water jar which he had filled at the well with his mother.

"Here is a drink," he said, "and water for your hands and face." The little boy drank, bathed his hands and face, and gave a drink to his little dog. The rest of the water Jesus poured into an earthen dish which he placed on the well. There was a flutter of wings. The doves had come. They settled down upon the well, dipped their wings into the water and bathed.

"Have you and your little friends had a good time today?" asked his mother at the close of day, when the Child Jesus had said goodbye to his little friends.

"We were playing Well," said he, "and there was water for all, just as the Heavenly Father gives water for all; and Mother, a little boy, his dog, and the doves had *real* water to drink."

**Expression**

Show picture of "The Holy Family."

Sing the following words (for music, see p. 220):

> The Child Jesus grew and became strong to help,
> And the love of God was within him.

Let three or four children sit together, arms around each other, representing well; dramatize drawing water for camels, sheep, dog, stranger, doves, etc., with the thought of water for all.

Mount pictures of "The Holy Family" with the thought that the Child Jesus learned about the Heavenly Father and grew like him in purpose. (Pictures to be carried home and added to picture of Holy Night received at Christmas time.)

**Closing Song** (for music, see p. 221)

Suggest that through the week we do all the little kindnesses we can to those who need them.

**Dismissal**

MATERIALS: Pictures of "The Holy Family," mounts; poem, "At the Seaside," found in Stevenson's *Child's Garden of Verses*.

SECOND HOUR

Form a well and circle about it, chanting, "Spring up, O Well!" letting the children adapt the song, "Gift from the Heavenly Father," or whatever they suggest.

Fold cup which holds water for one who is thirsty. Fold 5-inch square diagonally; fold lower right doubled point to center of opposite side; fold left point in like manner; turn back right-angled flaps on sides of cup.

Build wells with blocks.

Plan some simple bird bath or drinking bowl, and, if weather permits, carry it out to a permanent place.

MATERIALS: For each child one 5-inch paper square suitable for folding drinking cup; blocks if desired.

LESSON XIX

## STRONG TO BE ORDERLY AND CLEAN

I. WORSHIP

**Quiet Music:** "I Live within a Little House" (for music, see p. 216)

**Offering** with song, teacher's prayer, and children's response

**Song**

**Prayer**

II. THOUGHT FOR THE DAY

**Conversation**

How many little children here live within a little body house? If one wants a house made of stone or wood or brick made larger he must build on another room. Is that the way our body houses grow? No; they grow all over, and they grow all the time until they are full grown. What makes our body houses grow? Food, rest, exercise, etc. Which is the more wonderful, a living body house which God makes grow or a house of wood or stone which a man builds? Which is more beautiful? Can any house be as beautiful as the face of someone we love? Does the Heavenly Father wish us all to keep our body houses beautiful, sunny, happy places? Is that the kind of a street you wish to live on in your little body house?

**The Story**

TWO LITTLE SISTERS

Once upon a time there were two little sisters. One day their father gave each of them a little playhouse. Each little sister said, "Thank you, Father, for the beautiful little house for my dolls."

Then they both took their playthings out, arranged the little tables and chairs, hung up the tiny pictures, and folded the dolls' clothes away, and they were very happy. "Thank you, Father, for the beautiful doll house for my dolls," each little sister said again that night as they kissed their father goodnight.

After a few days one little sister grew tired of her doll house. It was so much work to keep it swept and in order, and she forgot all about closing the doors and windows at night. Then one night there came a rain.

The next morning their father went out to see how his little children were enjoying their houses. He came to one little house and looked in. The table and chairs were wet where the rain had come in through the windows; the carpet was faded, the curtains were spoiled. Playthings lay scattered over the floor just where they had been dropped. It was a sad little house. The father went on to the next house. He opened the door and looked in. Everything was in order, and the windows shut and shining more brightly because the rain had washed them during the night. The father closed the door and went away. He knew which little sister *really* thanked him for her house. Do you?

Show picture, "The Three Kings," as the way a great artist has told the story for us.

Learn text: "The Child Jesus grew and became strong." (The remainder of the text will be given later.)

**Song:** "Heavenly Father, Thee I Love" (for music, see p. 235)

To be sung for the children.

**Expression**

Show through motions, to rhythm, ways in which a little child can help care for himself, wash, dress, exercise, etc.

Draw, with crayolas and paper, houses which the little child knows, his body house, playhouses, etc. Perhaps

some child can show what a little child who cares for his body house is strong to do (run faster, help mother or father more, etc.).

**Closing Song** (for music, see p. 221)

Suggest that children see how many people they can thank for help; how many times they need to thank fathers and mothers and others in the home; remember two ways of helping, one the saying and the other the doing.

**Dismissal**

MATERIALS: Picture of "The Three Kings"; paper and crayolas.

SECOND HOUR

Note things which the Heavenly Father has given us by which we may care for our bodies. Consider water, air, and fire; each helps when used in the right way, or becomes harmful if used in the wrong way (air must be pure, etc.). Think of the people who help in the preparation of clothing, food, etc. How many of them are we in the habit of thanking? Let the children find pictures and cut and paste in book showing different kinds of laborers.

MATERIALS: Pictures of laborers for cutting out, and scrapbook pages.

LESSON XX

## STRONG TO SEE QUICKLY

### I. WORSHIP

**Quiet Music:** "Flowers Below and Stars Above" (for music, see p. 215)

**Offering** with song, teacher's prayer, and children's response

**Song**

**Prayer**

Dear Father in Heaven, we thank Thee for mother and father, for home and clothing. We thank Thee for Jesus the Christmas Child. Help us like him to grow strong in body and in love to Thee. Amen.

### II. THOUGHT FOR THE DAY

The Child Jesus grew and became strong to help. (Show picture of "The Holy Family.")

**Conversation**

Who saw something beautiful on the way to Sunday school? Flowers, snow, reflection of sky in pool, sunshine, whatever the day presents. Who saw something beautiful at home? Who can tell beautiful things they have seen? things they love? What do you think the Baby Jesus saw? Star, lamb, mother, children, etc. What did the Child Jesus see when he was at play? Clouds, sun, trees, hills, road, flowers. One of the flowers which Jesus saw and loved was the beautiful red lily that grew wild about his home. Is a little child worth more than a lily? Do

mother and father care more for a flower or for their own little boy or girl?

The Child Jesus saw not only the beautiful things that grow. He sometimes saw things that need to be done. He saw when flowers needed water; when little birds needed crumbs. What do you think he did then? He saw when his mother was tired or needed help. What do you think he did then?

Recall text: "The Child Jesus grew and became strong to help." Show picture of "The Holy Family."

Sometimes he saw playmates who were unhappy. What do you think he did then? He saw all the little things a child can do and was quick to do them, for he said, "The earth home belongs to my Father, and I must help make it a beautiful place for all who live in it."

**The Story**

JESUS AND THE LILIES

One day a great many people followed Jesus to the hillside. There were fathers and mothers; there were little boys who ran races along the road or climbed the trees and shouted to one another; there were little girls who danced along together, stopping now and then to gather handfuls of beautiful red lilies; there were uncles, aunts, friends; everyone wanted to go out and see Jesus, for since he had grown to be a man there was no one in all the world who could tell stories as he could, stories about the Heavenly Father; everyone wanted to hear about the Heavenly Father.

Jesus sat upon the hillside and the people sat on the grass just below him where they could see his face and hear every word he spoke. Little boys threw themselves flat upon the ground; little girls laid their flowers in the cool green grass where they would not wither so quickly. What story would Jesus tell today?

"Think of the lilies," said Jesus. "Your Heavenly Father gives them their clothes, and even Solomon in all his glory was not clothed

like one of these." All the children had heard about King Solomon. He had been a great and rich king, and had worn the most wonderful clothing that could be made.

"Even Solomon was not clothed as beautifully as one of these lilies," said Jesus. "They grow by the wayside for a few days and then are withered and gone, and yet our Heavenly Father clothes them beautifully."

The little girls picked up their lilies and looked at them. They had never thought about it before, but it was true. Their dresses looked coarse beside the velvety softness of the lilies. Even the green grasses were more smooth and beautiful than cloth.

"If the Heavenly Father clothes the flowers and the grass of the field," said Jesus, "shall he not clothe you who are his children, large and small?"[1]

"He clothes the lilies," said the children. "We never thought of that before, and we never knew how beautiful they were."

And everyone thought of the lilies, and all were glad, and the children went about trying to find out other beautiful things.

**Expression**

Let the children compare flowers, leaves, with pieces of cloth, their own clothes, under a magnifying glass, with the thought that the Child Jesus saw the rare beauty in flowers and growing things which the Heavenly Father has made.

Let the children dramatize to music things they can see to do for mother and father before they are asked to do them. (Music to "Butterflies," p. 243, may be used in doing this.)

Draw things suggested by the preceding dramatization, toy box where toys are put away before mother asks, hat which is hung up, paper handed to father, etc.

[1] When asked what it meant to clothe the lily, a little girl replied, "To shut it" (to close it.) One must always be on the lookout for such misunderstanding of words which may entirely change the meaning of the lesson.

**Closing Song** (for music, see p. 221)

Suggest that children find in how many ways they can help others by being quick to see.

**Dismissal**

MATERIALS: Paper and crayolas, magnifying glass, a piece of woven cloth frayed at the ends to show how it is made of threads.

SECOND HOUR

Play and sing the "Family Song" (for music, see p. 225, instructions, Lesson IV), with the thought of older brothers and sisters quick to care for smaller children; each member of the family tell what he can see to do for some other member.

Care for plant. How can we tell when it needs water? How when it needs sunshine? How will it look when it is well cared for? Emphasize the thought that eyes that see well tell us how we may help plants, animals, etc., as well as how we may help each other.

Let the children plan books which they can work upon from Sunday to Sunday, as desired, to be sent to hospital or home at Easter time, that they may learn to give happiness to other children. The children can work upon separate pages to be made into books, one of flowers, another of animals, activities of children, workers, etc.

MATERIALS: Have a plant which can be cared for, or perhaps planted. Pictures of birds and flowers, and the materials for making an Easter scrapbook.

## LESSON XXI

# STRONG TO HEAR QUICKLY

### I. WORSHIP

**Quiet Music** (see p. 31)

**Offering** with song and teacher's prayer

Children: "The Child Jesus Grew and became strong to help, and the love of God was within him" (for music, see p. 220).

**Song**

**Prayer**

Dear Father in Heaven, we thank Thee for mother and father, for home and food and clothing. We thank Thee for Jesus, the Christmas Child; Help us, like Him, to grow strong in body and strong in love to Thee. Amen.

### II. THOUGHT FOR THE DAY

**Conversation**

Are there any little children here who saw beautiful things through the week which the Heavenly Father had made? What were they? Flower, sunset, etc. Are there any little children who saw something they could do to help mother, father, or someone else? Tell us about it. We learned that the Child Jesus became strong to see; he became strong in another way also, he became strong to hear. The Heavenly Father gives ears to his people as well as eyes, but we do not all learn to hear quickly or well. Let us close our eyes and listen for a few moments and tell what sounds we hear.

Would you like to hear the story of a little boy, who, because he remembered what he heard, was strong to help a little girl whom he had never seen?

**The Story**

THE BOY WHO HEARD

"Tinkle ting! Tinkle ting! sounded the bell.

Gene sat up in bed and listened. What bell was that? and where was it going?

"Tinkle ting! ting a ling!" The wearer of the bell, not content with the peaceful road, was making his way up the mountain side over rocks and through tangles of bushes and trees.

"Tinkle ting ting!" faintly sounded the bell in the distance. It was still dark. Gene cuddled down in bed and was soon fast asleep.

The next morning Gene's grandfather went to the village some distance down the road. Gene was used to caring for himself when his grandfather was gone, but it made a long day, as he had no playmates nor pets. To be sure there were the little wild friends he found in tree and grass. The birds knew him and would come at his call; the squirrels ate from his hand, but after all they were little creatures of the out of doors and it was very seldom that any of them needed his care. As Gene sat wishing that he could have gone to the village with his grandfather, a stranger stopped at the door.

"Haven't seen a stray cow around, have you?" asked he. "Mrs. Bosworth has lost her little cream-colored cow. We have looked the road up and down and can find no sign of her. The old lady has just taken a little girl from the city so she could have country air and good fresh milk; she came yesterday and today the *cow* is gone!"

"Grandfather has just taken all our milk and cream to the village," said Gene, "or we would be glad to give some for the little girl."

"I'm sure you would," said the stranger. "She's a bright little girl, all smiles, but she needs some roses in her cheeks, like yours; they call her Elizabeth."

When the stranger had gone Gene sat thinking.

"Ting a ling! ling! ling!" Suddenly the sound of the bell came to his mind. Had it been a dream or was he really awake in the night?

Could it have belonged to the little cream-colored cow? If so, she must have taken the steep path up the mountain side. He would go in search for her. Little Elizabeth should have fresh milk to drink until her cheeks were round and red. And so he went.

Sometimes the path lay straight ahead; sometimes it wound under clumps of trees and over rocks. At last it was divided into two ways. Which would he take? As he stood, thinking, he heard again: "Tinkle! Tinkle! ting!"

"Oh!" thought Gene, "I know where she is! She is over in the bushes, and not in either path." There he found her.

It was late in the afternoon when a very tired little boy and a cream-colored cow stopped in front of Mrs. Bosworth's door. The cow was ready to go at once to the barn and be milked and fed. Little Elizabeth and Gene each drank a cup of fresh milk.

"How did you ever find her?" asked Mrs. Bosworth. Gene told her the story of the tinkling bell.

"You must come often to play with Elizabeth. I shall be glad to trust her to a little boy who hears quickly and is not afraid to do hard things."

So Elizabeth drank milk until her cheeks became as red and round as Gene's; and Gene found a little playmate who would not hurry away as little birds and squirrels do, and all because of the tinkling bell on the little cream-colored cow and his own sharp ears.

### Expression

Sing, as children play, the following words (for music, see p. 234):

"Mary! Mary!" Through the sunshine calling,
"Mary! Mary!" Calling soft and clear,
"Mary! Mary!" It is Mother calling;
Mary quickly runs to answer, "I am here!"

In playing the foregoing song one child stands across the room while mother or teacher sings his name; starting at the word "run" he runs into her arms answering with the

closing words "I am here!" (This may be adapted to father's calling, Spring calling her flowers, birds, etc.)

Let the children paste square tablets in a row on dark mounting paper, making a path where little child runs quickly when mother or father calls.

**Closing Song** (for music, see p. 221)

Suggest that through the week the children try to see how many times they can hear and respond quickly.

**Dismissal**

MATERIALS: For each child, one oblong mounting card about 9×2½ inches: about seven 1-inch paper squares of a contrasting color, perhaps yellow if mounts are dark.

SECOND HOUR

Let the children distinguish through hearing objects of different materials when struck together, as iron and iron, wood and wood, iron and wood, etc.

Let the children come to you from across the room as you call them, one at a time in a low voice, each child trying to respond without making any sound.

Draw with crayolas things that are quick to hear, as bunny, watch dogs, mother bird, mother and child, the little boy and girl who loves to help.

MATERIALS: Drawing paper, pencil, keys, or any articles made of different materials which may be recognized when struck together by the sound emitted.

LESSON XXII

## STRONG TO SPEAK GENTLY

I. WORSHIP

**Quiet Music:** "Flowers Below and Stars Above" (for music, see p. 215)

Recall again how flowers speak to us silently through their perfume and beauty.

**Offering** with song, and teacher's prayer.

Children: "The Child Jesus grew and became strong to help; and the love of God was within him."

**Song:** "Loving Jesus" (for music, see p. 238)

**Prayer**

Let the children suggest what they would like to say "thank you" for, and in what they would like to have the Heavenly Father's help. Arrange with them an appropriate prayer embodying their thanks. Repeat it slowly that the children may follow.

II. THOUGHT FOR THE DAY

**Conversation**

We have learned three ways in which Jesus, the Christmas Child, was strong. Can you name them? He grew and became strong in body, strong to see, and strong to hear. He became strong in another way, strong to speak gently. Who can tell something that has a very loud voice? Train, fire whistle, etc. Who can tell something that has a very soft voice? A baby bird, pussy cat purring, etc. Who can tell something that has a sound that is very

unpleasant? A sound that is very sweet? The human voice. Do you know of anyone who has a voice that always seems to say, "I love you and would help you" all the while it is saying other things? What kind of a voice do you think the Christmas Child had? What must it always have been silently saying while it told the stories of the Heavenly Father, of the birds and the flowers? "I love you and am ready to help you." Don't you think the people heard his love when they listened to Jesus, though he was saying other things?

Would you like to hear a story about two voices, one which said "I love you" and one which did not?

**The Story**

THE BIRDS AND THE PRINCESS' GARDEN

Blue Jay sat on the branch of a tree and listened to Jenny Wren, who was talking to herself. Blue Jay was hiding among the thickest of the leaves; he did not wish little Jenny Wren to see him, for Jenny Wren did not like Blue Jay. In fact none of the birds liked him because he was unkind to them.

Jenny Wren was talking to herself: "Yes. That is just what I shall do. When my baby birds have hatched and flown, and I am no longer needed here, I shall spread my wings and fly far away 'till I come to the Princess' garden home. I am told it is very beautiful there, that the flowers are always blooming, and best of all, the Princess walks among them and listens to the singing of her birds. I intend to sing my sweetest song for her, if she will open her window and let me into her garden house."

"That sounds interesting," said Blue Jay, "I think I shall go too. If anyone can enter I am sure I can for I have such a beautiful blue coat. I shall look very well in the Princess' garden." Away he went like a flash, high up in the tree.

"There may not be room for both Jenny Wren and me in the Princess' garden," said Blue Jay to himself. "Perhaps I would better go on ahead. I wonder if Jenny Wren's eggs have hatched out yet."

By the time Jenny Wren's eggs were hatched Blue Jay was well on his way. At last he came to the garden home and tapped at the window.

"Oh!" sang all the little birds. "A beautiful blue bird wants entrance. Open! Open!"

The Princess opened the window.

"Sing, beautiful blue bird," she said.

The Blue Jay sang, but his voice was harsh and shrill.

"What have you done, Blue Jay?" asked the Princess. "Have you been unkind to other birds?"

The little birds in the garden hid under the leaves and flowers, and Blue Jay was so ashamed of himself that he flew far away in the woods and was never seen again.

Some weeks later, when her baby birds were hatched and had flown, little Jenny Wren arrived at the garden and tapped at the window.

"Open! Open! a little brown bird wants entrance!" sang all the little birds. Again the Princess opened the window.

"Sing, little bird," she said, but before she had finished speaking Jenny Wren gave forth such a sweet song of gladness that the Princess reached out and brought the little bird right in on her hand. Then all the little birds sat among the flowers and sang, and Jenny Wren sang with them.

The Princess had a little house made for Jenny Wren, just outside the window where she slept, and there, every morning, Jenny Wren wakened the Princess with her song of joy.

**Expression**

Repeat the text, "The Child Jesus grew and became strong to help, and the love of God was within him." Show picture, "The Holy Family."

Dramatize and sing "Mary! Mary!" as in preceding lesson (for music, see p. 234).

The song can be varied in many ways. Sometimes it is father who calls. Sometimes the child hides out of doors, or in the room, and then appears at the right moment.

(Wherever this song has been taken home to mothers, they have found it useful in training the child to hear, and to come when called.)

Play little lambs with their gentle voices, or let a child stand in center and choose another child, with a gentle "Good morning," to come to him. After bowing, the first child returns to his seat while the second summons another child in like manner.

Let the children draw things that speak with gentle and beautiful voices: bells, birds, kitten, lamb, Mother, the quiet child.

**Closing Song** (for music, see p. 221)

Suggest that the children speak with gentle voices that will say, "I love you," all the while they are saying other things.

**Dismissal**

MATERIALS: Have ready crayons and paper for handwork.

SECOND HOUR

Let the children listen to different sounds, and learn to detect the beautiful, quiet, and kindly voice. Study high and low notes on the pianos. Notice and imitate the sounds of street calls, the apple man, the vegetable man, etc., each of which has a characteristic call. How does the farmer call his sheep? his cows? How does the little boy call his dog? his kitty? Let the children originate calls for calling animals. Make sure that they are kindly calls.

Dramatize, sing songs, or tell stories that illustrate the above, or work on scrapbooks.

MATERIALS: Pictures and paste, pages, and scissors for work on scrapbooks, or picture puzzles.

LESSON XXIII

# STRONG TO HONOR FATHER AND MOTHER

I. WORSHIP

**Quiet Music**

**Offering** with song and teacher's prayer

Children: "The Child Jesus grew and became strong to help; and the love of God was within him" (for music, see p. 220).

**Song**

**Prayer**

Dear Heavenly Father, we thank Thee for father and mother, for home and food and clothing; we thank Thee for the Child Jesus. Help us, like him, to grow strong in body, strong to see, strong to hear, strong to speak gently, and quick to obey. Amen.

II. THOUGHT FOR THE DAY

**Conversation**

Who can tell me ways in which a little child may become strong? Let children show strength by pulling (see conversation Lesson I), standing quietly, etc. We have learned four ways in which the Child Jesus became strong. Let us see if we can name them. Let the children recall as many as they can. The Child Jesus was strong in body, strong to see, strong to hear, and strong to speak gently. Would you like to know another way in which he was strong? He was strong to honor father and mother. That means to love father and mother enough to be always willing to do what they tell you to do, whether you wish to or not.

Jesus learned to help Joseph at his work. Joseph was a carpenter. With hammer, saw, and plane the carpenter makes many things of wood. At first the Child Jesus could only watch how Joseph sawed the wood and fitted the corners together, or helped by handing him hammer and nails. As he grew older and stronger, he learned to drive the nails straight into the wood, to saw and fit the boards together. Then he could make many things for Mary, his mother, to use. Always he worked well and patiently, doing just as they told him to do.

Sometimes, when their work was finished, Mary would tell the little Child Jesus stories. Would you like to hear one of the stories that she told him?

**The Story**

THE COMMANDMENT FOR THE CHILDREN

Once upon a time a great many people went upon a long journey to a far country in search of a land where they could make new homes for themselves and for their children.

Many of them walked, for there were no cars nor trains in that country. The very little children were carried in the arms of their fathers and mothers. Those who were old and weak rode on donkeys or camels. At night they slept in tents or lay down upon the ground wrapped in their cloaks, for it was warm like summer.

Sometimes they passed through cool green places with rivers of fresh water; sometimes the way was hot and dusty, and no water was to be had.

Sometimes they were afraid, but their great leader, Moses, told them that the Heavenly Father would take care of them. When they were hungry, they sat down upon the ground in families, and ate the food that they were carrying, or found food in the wild berries and the roots, which tasted good.

But Moses knew that water and food were not all that the people needed to make them happy. They must also learn to be good and

kind to one another, that they might live together happily in the new homes which they were to build. Sometimes the people who were tired were cross, and the children were naughty and disobedient; strong people were greedy and rough, and the grandmothers and the grandfathers were forgotten and left to take care of themselves.

Moses was very much troubled. One day he left the people, and went up into the mountain, high up where the people could not see him and he could not see them. Up there, God seemed very near to Moses and he could think clearly, and after a few days he was sure that he could tell the people just how God wanted them to live with each other.

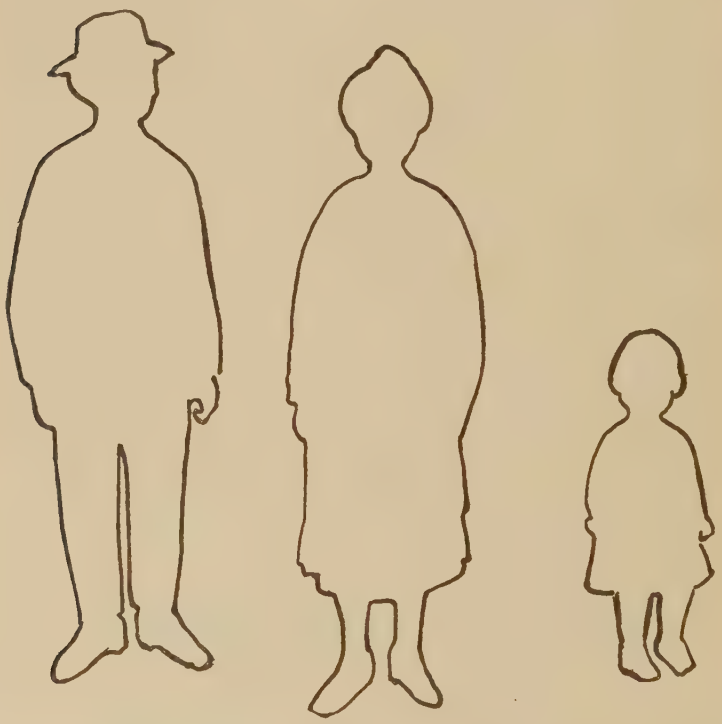
Then he took two great stones and wrote upon them what he was going to say so that the people need not just remember, but could always read on the stones the commands of God. When he had finished writing he went down the mountain side and came again to his people. They were glad to see him for he had been gone many days. He called them all about him and read to them from the stones. There were many things for all the people to do, fathers and mothers, old people and young people, but right in the middle was something for the children. Moses knew that it was the right way because he had learned it in his own home, where he loved his father and mother better even than the princess who had found him in the river. He had learned to obey his father and his mother because he loved them. And now on the tables of stone he had written for the children: "Honor thy father and thy mother," which meant "Love and obey your father and your mother."

When Moses had finished reading, all the men, women, and children promised that they would remember all that he had said. They said: "All that thou speakest unto us we will obey," and the little children were very happy, for they, too, had been remembered with a message that they could understand and could follow every day.

### Expression

Give test of hearing quickly, and softly calling the children by name and letting them respond by coming to you quietly, one by one. Dramatize family in which the

little child does things the mother or father tell him to do, such as taking sister for a walk, rocking baby to rhythm of music. Sing again "There's a Happy Family" (for music see p. 225).



Let the children cut out and mount a family, father, mother, and child, with the thought that as father and mother are larger and older, so they are wiser in knowing what is best for their little child.

**Closing Song** (for music, see p. 221)

Suggest that this week the children see how quickly they can obey father and mother.

**Dismissal**

MATERIALS: Picture, "The Child Jesus Grew," mounting on construction paper, and paper and scissors for cutting figures of father, mother, and the little child. (Cut-out figures can be supplied for the smaller children or any who are too timid to make the attempt; or they may color figures with crayons.)

SECOND HOUR

The Heavenly Father's command to his children was written upon stone. Let the children play being mothers and fathers who are writing to their children. Let those who will read the imaginary commands aloud. (Perhaps the teacher can begin by reading one something after this fashion: "My dear little children: It has been a long time since I have seen you but I hope to be home soon. I wish you could have seen the beautiful country through which I have been passing. Be sure to see that your bunnies have plenty of food, Mary; and Jack, do not forget to water the lawn if it does not rain. Be good children and obey your mother. With love to all. Father.")

Dramatize: Tell stories or sing as children desire. Draw pictures of children who are helping mother, such as a little girl caring for baby sister or a little boy running on an errand. (Children can do these things to their own satisfaction.) Work on scrapbooks if time allows.

MATERIALS: Paper and crayons and materials for scrapbook. (Note especially pictures where father, mother, or grandparent is caring for the child, and those where the child is helping or obeying parent.)

LESSON XXIV

# STRONG TO CARE FOR MOTHER

I. WORSHIP

**Quiet Music**

**Offering** with song and teacher's prayer

**Song:** "We Love Him Because He First Loved Us" (for music, see p. 220)

**Prayer**

II. THOUGHT FOR THE DAY

**Conversation**

What has your mother done for you through the week? How did she help you this morning? What can a little child do to help his mother? Let the children tell what they can do. (Do not expect them to distinguish clearly between what they have done and what they would do, as at this age what a child imagines may seem very real to him.) Would you like to hear the story of how a little boy helped?

**The Story**

TAKING CARE OF MOTHER

One day a father said to his little boy, as he left home:

"Little Brother, I shall not be back until late tonight. You must take my place; take good care of Mother." He kissed his little boy goodbye and was gone.

"How shall *I* care for Mother?" asked Little Brother, as he ran in search of her. Mother was giving baby a bath. Little Brother handed her the towels, the shoes, and the clean clothes from the rack, just as he always did.

"Hello!" called two neighbor boys, from outside. "We're going over to Jack's, can't you come too?"

Little Brother shook his head.

"Jack is going to show us his new pony and give us rides. He will let you ride, too."

"No," said Little Brother, "Father's gone away, and I am going to stay at home with Mother today." The boys went on. Little Brother played around with his dog. Of course he loved Rex, but he would have enjoyed a ride on the pony very much. Every little while he ran into the house to see if Mother needed him. She wanted eggs from the grocer, a letter dropped in the postbox. There were ever so many things which a little boy can do, but how was he to take Father's place?

"I will be Father," he said at lunch time, as he climbed into the big chair at the head of the table.

"That will be fine," said Mother. "Have you had a busy day, Father?"

"Yes," said Little Brother, "so many people came into the office all at once that—" Just then the telephone rang.

"I shall have to go to Grandmother's at once," said Mother, as she hung up the receiver. "Do you think you can listen for little Sister and amuse her when she wakes? I shall not be gone long."

"Of course," said Little Brother. "I can take care of her." Mother put on her wraps.

"I hope it will not rain," she said. "Father wants to bring in the wood before it gets wet so we can have a cozy fire in the living-room." By the time Mother reached Grandmother's, there was no doubt about the storm. The wind blew and the sky was dark with heavy raincloud.

Little Brother listened at Sister's door. She was sound asleep. He opened the door so he could hear if she called. Then he went out to the wood which was cut ready to be piled in the basement. It was in great round pieces covered with white bark which would burst into flames when lighted in the fireplace. They were heavy for a little boy to carry; perhaps only a little boy who was taking his father's place could have carried them. As it was, Little Brother pushed and rolled and tugged.

"Hello!" called Jack, as Little Brother came back from carrying a specially heavy piece. "Hello! Little Brother, are you trying to do a man's work? I just took the Morris boys home and came this way to show you my new pony. Isn't he a beauty? And strong! You ought to see how he can draw in wood!" They filled the cart one, two, three times and emptied it into the basement, then closed the window down for it was beginning to rain. An hour later Mother came in dripping wet.

"I do not believe there is a dry stitch on me," she said. "It is too bad the wood is all wet. How good a warm fire would feel! Why, where is the wood? It has entirely disappeared!"

"It is in the basement, Mother," said Little Brother, "Jack helped me put it in with his new pony."

"Did you get it in before it rained?" asked Mother.

"Yes," said Little Brother. "It is all dry."

When Father came home that night he found Mother and Little Brother sitting before a warm, cheerful fire.

"Who brought in the wood?" he asked. "I was thinking about it all the way home."

"Little Brother and Jack brought it in," said Mother, "with the help of Jack's new pony; it is not even wet!" The fire crackled and snapped and sent long tongues of flame up toward the chimney, lighting up the faces of Father, Mother, and Little Brother as they gathered about it.

"So you have been taking my place today?" said Father, with a twinkle in his eyes. But it was all a secret, so they never told.

### Expression

Sing the following words (for music, see p. 223):

When my Father goes away,
Says he, "Little Brother,
You must take my place today,
Take good care of Mother."

Brother, Sister, sweet and true,
Helping each the other,
Quick to hear and quick to do,
"Take good care of Mother."

Let the children, representing little brother or sister, one at a time sing the first stanza with the teacher's help. For the girls sing the words "Little Sister" instead of "Little Brother." Let the children show to rhythm simple ways in which a child can help care for Mother.

Write letter for Mother in make-believe writing as a Valentine, saying, "I love you and will help take care of you." Fold and paste double hearts over edges. A stamp may be drawn in the corner.

**Closing Song** (for music, see p. 221)

Suggest that we find ways of showing love to others, not forgetting absent friends.

**Dismissal**

MATERIALS: Paper for writing Valentine letters, colored crayons; for each child a 1-inch double heart joined at the top, cut from folded strip of red paper.

SECOND HOUR

Let the children form a circle in which three or four fly as carrier pigeons, joining in the "Coo! Coo!" and then flying down to the feet of other children, who pretend taking messages from under their wings. These messages may be read by any of the children who wish, representing messages sent to Mother from her little child who loves her. (For music to song, see p. 244.)

**Song**

How gay and bright, how fair and light,
My little homing dove
Flies over vale and mountain height
With a message sweet with love;
"Coo! Coo!" says my little homing dove,
"Coo! Coo!" says my little homing dove.

Make Valentines to send to children's hospital or to others, not of the class, who would not be likely to receive any.

MATERIALS: Small pictures which convey messages of love and kindness, such as mother hen and chickens, etc., found on cards or in magazines; colored paper and hearts for making simple valentines. (Lace paper napkins may be used to advantage in this.)

LESSON XXV

# STRONG TO LOVE LITTLE CHILDREN

I. WORSHIP

**Quiet Music**

**Offering** with song

Children: "The child Jesus grew and became strong to help; and the love of God was within him" (for music, see p. 220).

**Song**

**Prayer**

II. THOUGHT FOR THE DAY

**Conversation**

How many of you have little friends whom you sometimes go to see? Have you a grown-up friend whom you visit? Someone whom you love very much? What do you do when you are there? Does your friend sometimes take you for a walk? tell you stories? What do you play together? Did your mother ever take you to see toys? to hear beautiful music or stories? Have you a little friend who might go with you? Would you like to hear the story of how some mothers took their little children to see Jesus?

**The Story**

JESUS BLESSING LITTLE CHILDREN

The mothers of the village were talking together at the well.

"How fast your little Joseph grows!" said one of them. "It seems only yesterday that he was a baby like my little Andrew." "Yes," said his mother, "whenever I come to the well for water he runs ahead and I have to hurry to keep him in sight. He talks to everyone he meets."

"My little John," said another mother, "is so timid; he will hardly speak to anyone."

"Not so my Thomas," said another mother. "He stops for no one."

"Here comes Mary with little Sarah. As usual Mary is caring for someone. What a ray of sunshine little Sarah is with her golden curls and her smiles."

"Have you heard the news?" asked another mother, coming up to fill her jar with water. "Jesus is here. I shall take my Elizabeth to see him. They say he gave sight to a blind child the other day, and that he is very fond of children. I want him to put his hands on Elizabeth and bless her."

"I should like to take John," said his mother.

"I will take Thomas," said another, "and Mary and Ruth. Suppose we all go?" The young mother with the baby in her arms gave him a kiss on his rosy cheek, very certain that anyone would love to see her baby.

When they drew near to the place where Jesus was, they found a crowd of men gathered about him. Doctors, lawyers, travelers, the rich, and the poor were listening to his answers to questions which some of them were asking.

"For whom are you looking?" asked a man of one of the mothers.

"We are looking for Jesus," said she, "We have brought our children to him that he may bless them."

"You cannot see Jesus," said the man. "He is busy talking with these men and cannot be interrupted. Take them home again."

The mothers stood helpless. After all could they not take their children to Jesus? The children were disappointed. They looked into their mothers' anxious faces and some of them were ready to cry. Would they have to go home without seeing him? Suddenly a hush fell upon the crowd. Men stopped talking as the kindest voice the children had ever heard said:

"Suffer little children and forbid them not to come unto me, for of such is the kingdom of heaven," which meant "Do not send the children away; I have time for them; they belong to the Heavenly Father."

The crowd separated as the man stepped back, leaving a clear path to Jesus. Thomas ran ahead, then stopped and stood looking

at Jesus; little John forgot his bashfulness and gave Jesus his flower; Sarah gave him her sunniest smiles; and the baby held out his hands and kicked and crowed. Jesus took the children up in his arms and blessed them. He may have told them stories, we do not know, but we are very certain that none of them ever forgot his kind face or his loving touch.

**Expression**

Show picture of "Jesus Blessing Little Children." Sing: "Loving Jesus, Meek and Mild" (for music, see p. 236). If possible, have someone sing to the children, "I Think When I Read That Sweet Story of Old." Dramatize mothers bringing their children to Jesus, the teacher in imitation of Jesus taking a little child in her arms.

Mount pictures of "Jesus Blessing Little Children."

**Closing Song** (for music, see p. 221)

Suggest that through the week the children see how much they can help smaller children or any creature not strong by being kind to them.

**Dismissal**

MATERIALS: Pictures of "Jesus Blessing Little Children"; mounts. Also large picture of the same.

SECOND HOUR

Look at pictures of Jesus and let the children recall as many stories as possible. Dramatize one of them.

Talk about ways of helping animals and smaller children with the thought that Jesus was always kind to them.

Draw or cut weaker things to which we may be kind, such as bird, kitten, baby, etc.

MATERIALS: Pictures of Jesus with which the children have become familiar. Paper and crayolas, or paper for cutting mounts.

LESSON XXVI

## STRONG TO HELP CARE FOR OUR COUNTRY

I. WORSHIP

**Quiet Music:** "Battle Hymn of the Republic" (for music, see p. 246)

Piano only. Ask the children if they can tell what the music is about. (About our country.)

**Offering** with song, and teacher's prayer

Children's response: "We love Him because He first loved us" (for music, see p. 220)

(Omit prayer until close of lesson.)

II. THOUGHT FOR THE DAY

**Conversation**

When the Heavenly Father made the earth home he made lakes, rivers, and seas, and here and there beautiful stretches of land covered over with trees and green grass. If some morning we go east toward the rising sun till we come to the great ocean, and take a large boat and sail for many days, we will come to other countries, quite different from our own. In one of these countries, little children wear wooden shoes which they leave at the door when they go in the house; that would seem very strange to us. That country is called Holland. If instead of going east, we go west, we shall come to still other countries, among them Japan and China. Can anyone tell me how the little children in China dress? Has anyone little slippers, fan, or kimona which came from Japan?

Every country has a name. Do you know the name of our country? It is the United States of America. Every country has a flag. Do you know our country's flag? Wherever you see it, it will always say to you, "The United States of America." What colors are its stripes? What do we find in the corner? (Examine flag.)

How can a little child help care for his country? He can help make it beautiful by planting trees and flowers, and by caring for its beautiful birds. He can help keep the parks and streets clean by remembering not to throw papers around, or anything that makes the out-of-doors look untidy. He can help make our country a good place for others to live in by being kind and helpful to others, especially the children from other countries who do not know our ways any more than we would know theirs if we went to their country.

**The Story**

OUR COUNTRY

Many years ago, people who lived in a far-away country said, "The Heavenly Father has made many lands; let us go and find one where we can build homes and churches and schools, and where everyone may be free to do as he thinks is right."

Leaving their homes and friends, they took a boat called the "Mayflower," and set sail. They did not know just where they were going, and it was a long and tiresome journey across the water. When at last they reached our country, they found nothing but snow and ice. There were no houses; there were no stores. There were no people living anywhere around, excepting Indians who lived in tents. It was very hard to find food, for no one had planted fields or garden; it was hard to find clothing, for there were no sheep to give them wool. There were no mills for making lumber; they had to cut down trees to build their houses, and that took a very long time.

But the people were brave. Then the spring came; the green leaves came out on the trees and the flowers blossomed on the hillsides.

"The Heavenly Father has given us a beautiful land," said the people. "We will make it a good country for everyone who comes to live in it."

They planted fields and raised wheat and corn for food; they built schools where little children could learn to read, and churches where all might go to thank the Heavenly Father. One day the people said, "Our country must have a name. What shall we name it? The United States of America," which meant that all the people in every part of the country should work together to make it a good country for everyone who comes to live in it.

As more people heard of the United States of America they came also, in boats across the ocean, from many countries. Some of them settled in the middle of our country, along the lakes, and some went way out to the mountains in Colorado, and some clear to California.

"Our country must have a flag which shall always mean the United States of America, just as the British flag means Great Britain, and the Japanese flag means Japan. Wherever the flag goes it will always say, the United States of America.

"Our flag shall have red and white stripes," said they, "and it shall have white stars in a dark blue sky. One star shall shine for the people in California, another star shall shine for the people in New York. One shall stand for the people in Florida, and another for those in Illinois, and so on, so that no matter where you are, if you are in the United States of America, one of the stars means you. And all of the stars are saying, 'Whoever you are, wherever you are, you must all work together, just as the stars shine together at night, to make our country a good country for everyone who comes to live in it.'"

**Expression**

Choose a child to hold the flag, waving it gently to and fro. Call their attention to the beautiful lines of the stripes as it waves. Tell them that it must never be allowed to touch the floor or the ground. That it must not be left

out in stormy weather, or at night. That it must be cared for because it stands for our country. Choose one child after another to hold the flag while the others join the teacher in singing the following words (for music, see p. 247):

Shine, stars of light!
Wave, banner bright!
Together marching we'll be true
As stars that light the night.

March, as the teacher sings (for music, see p. 246):

In the beauty of the lilies,
Christ was born across the sea,
With a tender love that wakens
Love for all in you and me,
As he lived to make men good, oh
May we live to make men free;
As we go marching on.
Glory, glory, Hallelujah, etc.[1]

Explain to the children that to be free means to be able to do things which are right for us to do.

**Handwork**

Draw our country's flag; or make streamers of red, white, and blue, and fasten together at top with white star.

**Closing Song** (for music, see p. 221)

Suggest that through the week we try in every way we can to help care for our country, and to help others who come to live with us.

**Dismissal**

[1] It was only after careful consideration that it seemed wise to give an adaptation of the original stanza, the wording of which is beyond the comprehension of the child. In doing this the author hopes to awaken a love for this most beautiful of patriotic hymns. The exact wording of the adaptation will doubtless be forgotten long before the child is ready to sing the original.

MATERIALS: American flag; paper, and colored crayons; or, if the badges are to be made, strips of red, white, and blue, any desired length, and a star cut from white paper; paste.

SECOND HOUR

Let the children tell about parts of our country which they have seen or heard about. Perhaps some can tell of other countries from which parents or friends have come. Let Bridget, Hilma, or Gretchen, someone from the household, come in and tell something about the old country and childhood in it. Talk about co-operation (farmer, storekeeper, etc.).

Work on scrapbooks showing pictures of laborers or beautiful places in this country. Draw pictures of beautiful hills, trees, roads, etc.

MATERIALS: Pictures of laborers or beautiful scenes, pertaining to our country; also drawing materials, and scrapbooks if desired.

GROUP VI

# AWAKENINGS: LEADING UP TO THE EASTER STORY

LESSON XXVII

## THE AWAKENING OF DAY

I. WORSHIP

**Quiet Music:** "Twinkle, Twinkle, Little Star" (for music, see p. 217)

Followed by "Wake! Oh Wake to Greet the Spring." (for music, see p. 241)

Ask the children to listen and tell which is the sleeping and which the waking music.

**Offering** with song, teacher's prayer, and children's response (for music, see p. 220)

**Song**

**Prayer**

Dear Heavenly Father, we thank Thee for father and mother, and for Thy tender care through the night and through the day. Amen.

II. THOUGHT FOR THE DAY

**Conversation**

Did you ever waken in the night when it was very dark and you could see nothing? Did you listen? What could you hear? Perhaps you heard some late traveler going by. Perhaps you heard an owl that likes to sleep day times and fly around at night calling "To who! To who!" Perhaps you heard the pattering of the rain, and knew that the Heavenly Father was sending refreshing drink for his thirsty flowers and trees. Did you ever awaken in the morning and lie with your eyes closed and listen to the

voices of the day? What could you hear? Perhaps many feet going by, someone mowing the lawn, children calling, bells ringing, and birds singing. Let the children tell as much as they can, giving suggestions only when needed.

The Heavenly Father gives sleep to every living thing which he has made; that is its resting time. He knows that little flowers need to rest, and they have their night; he knows that little birds need to rest, and they have their sleep; and he knows that grown people and little children need to rest, and they have the night for sleep. Then the Heavenly Father sends darkness and quiet over the earth home that all which he has made may rest quietly. And over all the Heavenly Father watches. But the bat and the owl, and sometimes the traveler, need to be out at night, and the soft light of the stars and the moon help them see their way. When morning comes all things awake. Flowers open their eyes to the sun; birds spread their wings and fly; grown people go to work; and little children go about their play. (Show picture of quail or Bob White, telling the children where he lives and how the baby birds sleep under the mother bird's warm breast until they are large enough to take care of themselves.)

**The Story**

BOB WHITE'S DREAM

It was Bob White's first night out from under his mother's warm breast. Always before when day was drawing to a close and the sun was setting, mother bird would tuck little Bob White and his feathered brothers and sisters away under her soft feathers, just like little boys and girls who are tucked early in their beds. Bob White had never seen the stars nor the moon, nor heard the sounds of night. But this night mother bird said, "My little children, you are growing so big I can hardly cover you all. It is time you were taking care of

yourselves. Tonight you must find your own cover in the long grass, just as I have to do."

"That will be great fun," said Bob White, "then I can find out what the night is like."

Bob White's little brothers and sisters tucked their heads under their wings and went fast asleep. Not so Bob White. He was not sleepy. He intended to stay awake as long as he could. The night was big and dark, and still, not at all like his mother's downy breast. He looked up at the stars shining down through the treetops. They only seemed to be awake, and they twinkled on with never so much as a word to little Bob White. Didn't they see him?

"Put your head under your wing, Bobby White," said his mother. "You cannot expect to sleep with your eyes wide open." Little Bob White tucked his head under his wing. It was very late, and he was very sleepy.

Morning came. The sun crept up in the sky, but sleepy little Bob White did not see it. He was dreaming with his head under his wing, and thought it was still night.

A bumblebee buzzed by.

"Oh—o!" said Bob White.

"I'm glad for a bumblebee in the night!

"The night is so cold, and still and long,

"That I'm glad to hear a bumblebee's song."

But what is this? Something was ringing.

"Do the stars ring at night?" asked little Bob White.

Then a whistle blew; and such a clatter! What could be the matter?

"Wake up! Wake up! Bob White! Bob White!"

Little Bob White took his head from under his wing and opened his eyes. The sun was shining; the birds were singing in the trees; the stars were gone; and the bell in the little schoolhouse was calling the children to school.

"Wake up, Bob White! 'Tis light, 'tis light!" sang all his little feathered brothers and sisters. Bob White spread his wings and gave a hop.

"Oh!" said he, "I am glad it is morning. I like the voices of the day."

**Expression**

Little birds are happy when morning comes, and they sing for joy, but they cannot know who sends them the night, and gives them the day. Little children are happy when morning comes, and they know that it is the Heavenly Father who sends the night for rest, and the day for waking, and so little children can say thank you to him.

Let the teacher sing "Wake! Oh Wake to Greet the Spring," the children joining in as they wish (for music, see p. 241) or "Willow" (for music, see p. 234).

Wake! Oh Wake to greet the spring!
Every flower and growing thing,
Thrush and songbird soar and sing,
"Glory to the Father!"

In the morning I will raise
Unto Him my song of praise
For the blessings of the days,
"Glory to the Father!"

Sing, "Twinkle, Twinkle Little Star" (hands held high with twinkling motion of fingers represent stars). During the singing of second stanza, children who wish rise quietly and walk as travelers, while the other children light the way as stars. Let all the children close their eyes as if sleeping, and waken with the first stanza of "Wake! Oh Wake" sung by teacher.

Cut and mount stars. Fold 1½-inch squares through center. Fold a second time (into quarters); fold once more, diagonally from folded corner. Begin half-inch from corner and cut to point.[1]

[1] A request may be sent with each child asking the parents to have the child see the stars at the first opportunity. (Unless such experiences are

**Closing Song** (for music, see p. 221)

Suggest that children go to sleep quickly and waken joyfully. (Sometimes little children form the habit of waking in a fretful mood. It may be partly physical, but children have been cured entirely after hearing some story of a little girl who was strong to wake with smiles.)

**Dismissal**

MATERIALS: Picture of a quail in grass, which can easily be found in a bird book. For handwork, mounting paper, dark blue or gray, and yellow 1½-inch squares, and paste.

SECOND HOUR

Talk about flowers that follow the sun through the day; flowers that close at night; morning-glories, clover leaves. In what position does a little bird sleep? a little lamb? kitten? Play going to sleep and relax. Tell the children to close their eyes and think of the beautiful stars shining above, and of the Heavenly Father's care through the night, remembering that he has sent the night that they may become strong for the morrow. Let the children draw flowers or any waking or sleeping things which they know. Recall the Star of Bethlehem that shone down upon the sleeping world that little dreamed what wonderful things the Heavenly Father was bringing to pass.

MATERIALS: Papers and colored crayons.

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brought to the child when he is young, how can he enjoy such passages of rare beauty as, "The heavens declare the glory of God and the firmament showeth his handiwork." Not long ago a five-year-old child in a city kindergarten drew a star with the number 45 on it. When asked by the teacher if it were one of the stars in the sky, he answered, "Sure, Teacher, it's a sky star; it has the cop's number on it, No. 45.")

LESSON XXVIII

# AWAKENING OF FLOWERS AND RETURN OF BIRDS

I. WORSHIP

**Quiet Music:** "Twinkle, Twinkle, Little Star" (for music, see p. 217)

**Offering** with song, teacher's prayer, children's response (for music, see p. 220)

**Song**

**Prayer**

Dear Heavenly Father, we thank Thee for day and night, rest time and waking time; we thank Thee for never forgetting to care for us. Help us to always remember to be loving children. Amen.

II. THOUGHT FOR THE DAY

**Conversation**

Last Sunday we talked about day and night, and how the Heavenly Father never forgets to send his sun to waken us. When a little child goes to sleep he knows that in the morning the light will waken him, that there never can be long nights because the Heavenly Father *always* sends his sun; he never forgets his children. Name through the days of the week, together, adding nights, Sunday, Sunday night, Monday, Monday night, etc. What of the little flowers? Do they waken every day and sleep every night, as a little child does? Some flowers close their eyes at night when the sun goes away, and some flowers open in the morning when the sun comes; but the flowers have a long, long night for sleep, and a long, long day for growing. The Heavenly Father gives their day and night to them

also. Do you know what it is? Winter is their sleeping time, their night; summer is their waking time, their day. When cold weather comes, the life in the plants goes down in the roots, under the warm ground; that is their way of going to bed! When the warm spring days come, the life in the seeds and roots under the ground awakens, and they send up green leaves and blossoms; that is the way little flowers wake up in the morning. The sunbeams creep down into the ground and call, "Wake! Wake! little flowers, morning is here!" The raindrops trickle down and call, "Wake, little flowers! Here is a drink of fresh water, and here is more for your morning bath!" Do you think the little flowers could remain asleep with the water splashing all about them? So the little flowers awaken and lift their faces to the sun, and the little birds come back, for trees and vines send out green sheltering leaves where they find nesting places.

**The Story**

THE WHEEL NEST

One spring two little children went to visit their grandmother, who lived in a big house in the country. They had hardly been there an hour before they found that wonderful things were happening. Fruit trees were sifting snowy blossoms over the orchard floor. Little fluffy, yellow chickens were coming out of the egg shells, little ducks were following their mother down by the pool, little turkeys and pigs were in the barnyard, nearly every morning brought a new little lamb to the flock, and each mother seemed to think her own baby was the cunningest and best of them all.

But that was not all. Sister discovered something gray in the vines which looked from below as if it were a little basket of hay and threads and little twigs all woven together, and from the center of it hung a cord with a little round wheel fastened to the end and swinging slightly in the wind.

"Why!" said Brother, "that little wheel belonged to your little toy bunny that you lost last summer! Don't you remember? And now the little bird has woven the string into her nest. If we go upstairs on the porch we may be able to look down into the nest." They crept quietly out and peeped over the railing. Sure enough, they could see right into the nest. There were three little eggs in it, light blue, and hardly as large as Mother's thimble. Every night and morning they crept quietly out to look at the nest. Sometimes mother bird was sitting upon it, and sometimes father bird was keeping the eggs warm while mother bird was away feeding. Then one morning when little Sister crept out to look at the nest she clapped her hands with delight. In place of the blue eggs were three baby birds, such queer little birds that looked all mouths and no feathers. Suddenly the little birds set up a loud peeping. "Sh!" said little Brother, "mother bird must be coming. The little birds seem to know when she is near." In a moment mother bird was dropping a fat worm into a baby bird's wide-open mouth, then away she flew after another worm. Soon there was another peeping, and father bird came, bringing a worm also. The children sat so quietly that the birds hardly noticed them as they came and went. "How busy they are!" said little Sister. "How many worms it takes to feed a family of birds!" said little Brother.

One day, some weeks after, little Sister went out to take another peep at the birds. They had been growing so fast that they were nearly as large as their mother and were covered with a lovely coat of feathers. Sister peeped into the nest. Not one little bird was there. The nest was empty. She went to call Brother and Grandmother, and they all went out to see.

"Sweet! Sweet! Here am I!" sang a little bird from a branch of a tree.

"Sweet! Sweet!" sang his little brother from the grass.

"Sweet! I am here!" sang a third little bird.

"Sweet! Sweet! Fly high!" sang mother bird, as she tried to coax them all up into the tree. "Little birds must learn to fly!"

"Are the little birds all in the nest again?" asked Sister that night as Grandmother tucked her into bed.

"Why, no," said Grandmother. "Little birds never go back to their nests when once they have flown away. You may have the little nest to take home with you, because part of it belongs to you anyway. Grandfather will get it for you in the morning."

So now the little nest, with the wheel fastened to it, is among Sister's treasures. Should you go there to see her, she and Brother would show it to you and be sure to tell you how many, many worms it takes to feed a family of baby birds, and how very busy father and mother bird must be.

**Expression**

Recall what Jesus said about the birds, and repeat again the verse, "Your Heavenly Father feedeth them."

Sing the following song, omitting the second stanza if desired (for music, see p. 244). Make nest with hands and rock gently in time to music, with swaying motion, for closing stanza.

BIRD SONG

How fair and light, how gay and bright,
A cloudlet sails away,
Where'er the winds shall harbor it,
While soft its shadows play;
But no winds can say and no child can know
Where a little bird will go.

He skims the brook beneath the trees,
He flies against the breeze;
He floats with clouds that sail on high
And sings in summer sky.
But no winds can say, and no child can know
Where a little bird will go.

The Heavenly Father gives him wings,
He gives the song he sings;
When shades of evening softly creep
Gives child and birdling sleep,
But no winds can say and no child can know
Where a little bird will go.

Let the children fly, one at a time, and later in groups, during the singing of the first stanza of the "Bird Song," which can be repeated until all those who wish to fly have done so, when all make nests with their hands and join in singing the last stanza.

Fray out pieces of silk or ribbon, making loose threads with which birds can line their nests. If possible, go out of doors and leave bits of it where the birds will find it, or let the children take it home and find their own places.

**Closing Song** (for music, see p. 221)

Suggest that children help by caring for flowers and aiding birds wherever possible.

**Dismissal**

MATERIALS: Small pieces of silk or ribbons which the children can fray out, making soft, loose threads with which the birds can line their nests.

SECOND HOUR

Dramatize the building of the nest. Father and mother bird choose children to form the nest on the floor, other children as birds. Father and mother fly away and bring back food for baby birds. Try the little birds' wings and see if they are strong enough to fly. Fly with the little birds to music of "Bird Song." The nest blows away, since it is no longer needed.

MATERIALS: Bulbs or seeds to be planted or cared for, catalogues from which pictures of flowers can be cut, or paper and crayons.

LESSON XXIX

## THE TRANSFORMATION OF THE CATERPILLAR

I. WORSHIP

**Quiet Music:** "I Live within a Little House" (for music, see p. 216)

Play again the song as in Lesson III. The transformation of caterpillar to butterfly is used to symbolize the change from the body house to the "body celestial," and will be referred to in the Easter lesson.

**Offering** with song, and teacher's prayer

Children: "The Child Jesus grew and became strong to help; and the love of God was within him."

**Song**

**Prayer**

II. THOUGHT FOR THE DAY

**Conversation**

Who can tell me something that wakens in the springtime? A little flower, bird, chicken, etc. The little chicken wakes up in a little body house all covered warm with yellow down, the softest thing you can imagine. A little bird comes out of the egg with a little body house all bare, with only a feather or two, and it must grow a warm coat. A little lamb has a coat of wool, and four legs, while a bird has two legs and wings. There is one little creature that goes to sleep in one body house in the autumn and

wakes up in another different kind of body house in the spring; do you know what it is? Where is the little furry caterpillar that turns to a butterfly? Will he waken a furry caterpillar and go crawling again on the cabbage leaf? Does anyone know?

**The Story**

WHO CALLED THE GREEN WORM?

Babette was a quiet little girl, partly because she lived in the country too far from other little children to play with them and partly because she loved to sit and sew for her little doll. One day as she sat under a hazel tree, wishing she had someone to whom she could talk, a big worm came crawling along on a branch. He was a beautiful bright green worm, and wore two rows of wonderful blue and orange knobs that reached the full length of his back. "What a beautiful worm you are," said little Babette. "Where are you going?" The worm did not answer, perhaps because he was going nowhere. He had been feeding on the hazel trees all summer; he had grown from a tiny little dark worm not nearly as long as Babette's little fingernail to a big green worm as large as two of her fingers. Just now he was tired of eating and crawling and wanted to go to sleep. So, paying no attention whatever to little Babette, he began to throw out a silver silken thread, and wove a cradle all about himself, until he was completely hidden. Then he went to sleep. "How very strange!" thought little Babette. "I wonder when he will wake up, and how he will ever get out, for he has left neither door nor windows." The big green worm thought nothing about it. He was sound asleep and nothing in the world could waken him now. By and by winter came. The leaves fell from the trees and all that was left on the bare branches of the hazel tree was the cradle where the green worm slept. Babette thought the tree loved to have it there, for it rocked it back and forth all winter long. Then spring came. The snow melted and the grass became green. Babette took her doll and went out to sit by the hazel tree. "It is time to waken, green worm," she said, but no green worm answered. "He cannot hear my voice," said Babette, and so she stopped calling him.

One day as Babette sat by the hazel tree she thought she saw the cradle stir. It did not rock. It seemed to shake as though someone inside were trying to find a way out. Again it shook, and this time she heard a rattling noise. Surely the big green worm with the orange and blue knobs was trying to make a hole in the end and work his way out. Again and again he tried while little Babette sat by and watched. Then all of a sudden out he came! But he was no longer a green worm with orange and blue knobs. He was the queerest looking creature, about the size and shape of a marble, with little wet weak wings that could not lift him from the branch. Nevertheless, he knew exactly what to do, just as though he had been doing it everyday. He balanced his clumsy body as he ran along the branch to an empty space, where he dropped and hung by his feet, back down. Then a wonderful thing happened right before Babette's eyes. His body grew thin, and his wings grew long and wide and full of beautiful colors. He waited only until they were dry; then he spread them and away he sailed in the sunshine. Babette could not speak. She knew that the big green worm had wakened, a wonderful butterfly. But who had called him?

**Expression**

Sing the following song (for music, see p. 243):

Spread your wings and sail on high,
Dainty, yellow butterfly;
There are a hundred passing by;
Golden butterflies.

You have lost your crawling feet;
In the air you rise to meet,
Dancing over the blossoms sweet,
Golden butterflies.

Let the children play that they are butterflies, flying one at a time, or several together, to music just sung. The butterfly motion is slower than the bird, the hands meeting above the head, giving the idea of large wings.

Let the children make butterflies and decorate with small colored circles or crayons.

Fold paper squares diagonally from corner; without opening, fold again through center (from apex) to make butterflies.

**Closing Song** (for music, see p. 221)

Suggest that little children may waken also, from unhappy to happy joyous children. Ask that they try to find beautiful happy things in the world about them.

**Dismissal**

MATERIALS: Have, if possible, a cocoon and a picture of a butterfly. For handwork have ready 3-inch squares of light yellow or tan-colored paper with several rose-colored circles for each sheet; paste. Colored crayons may be used instead of circles if desired.

SECOND HOUR

Tell about the silkworm that gives us our silk. In China where the silkworm is cultivated the greatest care is taken of them. When the little caterpillars first emerge from the eggs they are kept on little trays. The first day they are given forty meals of mulberry leaves chopped fine, or one nearly every half-hour. The next day they are fed thirty-five times, and the next thirty, and so on until they reach twenty. The one who cares for them must bathe, and dress in white before entering the room; they are never left alone, day or night. They are protected from loud noises or offensive odors. The *Cecropia* is one of the silkworm family.

Play the "Willow Song" (for music, see p. 234), substituting names of flowers, birds, and butterfly, with the thought

that it is the Heavenly Father's silent voice that wakens all growing things; that spring awakenings are just his way of doing things. Choose a child to hide as flower or bird while the other children close their eyes. When the child is hidden, all sing the song, calling "bluebird," or "lily," as the case may be, stopping in time for the hidden child to answer in the words of the song, "I am here!" Let some child who thinks he knows where the voice came from find the hidden child.

Play caterpillar transformation. Choose children, who curl up and go to sleep as caterpillars in their cocoon. When the music sounds ("Butterfly Song") let them waken and fly about the room and back to the children, who make flowers with their hands, where the butterflies may drink honey.

Draw butterflies, or, if possible, go out and find cocoons.

## LESSON XXX

# AWAKE TO LOVE OTHERS

### I. WORSHIP

**Quiet Music:** "'Mong the Heavenly Father's Flowers" (for music, see p. 242)

To be sung with passing of flower as in "Flowers Below and Stars Above" (see Lesson II).

'Mong the Heavenly Father's flowers,
Fragrant lilies bloom alway,
Fed by sun and summer showers,
Make me pure and white as they.

In the sky, the birdlings, calling,
Mount on joyous wings above,
With no fear or thought of falling;
Make me strong to do and love.

**Offering** with song, teacher's prayer, and children's response

Children: "The Child Jesus grew and became strong to help; and the love of God was within him" (for music, see p. 220).

**Song:** "Loving Jesus" (for music, see p. 236)

**Prayer**

Dear Heavenly Father, we thank thee for day and night, for summer and winter, for the flowers and the birds and all waking things. Help us to remember to be good children. Amen.

### II. THOUGHT FOR THE DAY

**Conversation**

Easter is the waking time. There are many things that waken. Do little children waken? When do little children

waken? In the morning, and after a nap. Then they open their eyes and smile. Are there any other ways that little children can awaken? Let us see. Two little children walked along the same road together with their eyes wide open, and one saw flowers and birds and one did not. Which had wide-awake eyes? Two little children played under the trees, and one heard the singing of the little birds and one did not. Which little child had waking ears? Two little children were sitting side by side when Mother needed help. One little child sat still. The other one found a way to help. Which little child was the waking child? Tell ways that a waking child can help.

**The Story**

LITTLE JOHN'S EASTER GIFT

Little John had a beautiful white Easter lily. He had cared for it from the time it was just a brown bulb in the flower pot. He had watered it, and carried it from window to window wherever the sun shone most brightly. He had watched the first little green leaves push their heads up from within the brown bulb, the tall slender stem shoot up, covered with green leaves, and the buds unfold into beautiful white blossoms. It was to be an Easter surprise for his mother, and would look so pretty on the table Easter Day. Little John's mother had been away, and would return in time for dinner Easter Sunday.

When little John went to Sunday school Easter morning, he carried his beautiful plant with him. All of the children carried plants, for the teacher had asked them to bring them. Little John thought none were so beautiful as his. At the close of Sunday school the teacher told them of some little children in a hospital near by who were sick and lay all day in their little white beds. Would the children like to take their flowers to them? Of course they wanted to; all but little John. His heart was set upon giving his to his mother. When Mother would open the dining-room door, the table would be all set with the best white cloth, and the beautiful white lily in the center.

Then what a good time they would have! He could hardly wait for Mother to come.

"No," little John said to himself, "I cannot give my flower to the children."

"Some of the little children are far from home," said the teacher, "and some have no homes and no dear mothers and fathers."

"No mothers or fathers," said little John to himself. "That would be very hard. Perhaps my dear mother would like to have me take the flower to someone who has no home, she is so very kind to little children."

So when the children took the flowers to the hospital, little John went with them; he gave his flower to a little girl who stretched out her arms for it, a little girl who had no mother or father or home to go to.

There was no flower on the table at home that day, but John's mother was there, and they were all very happy. John told his mother about the flower and the little girl who took it so eagerly. That afternoon, and on many other afternoons, John and his mother went to the hospital to see the little girl, and when she was well enough they took her home to live with them, and she became John's little sister.

"Think," said little John's mother, "if you had not loved enough to have given the flower, we might never have known little sister!" Do you think John was glad that he had taken the flower to the hospital?

**Expression**

Let children dramatize gathering flowers to rhythm. March, with the thought of carrying flowers as a surprise to others.

Draw pictures of someone who gives when it is hard to give. Let the children think and talk about what they can draw before they begin: little John giving his plant when he wanted to save it for mother; a little girl taking care of baby sister when she wanted to go out and play; a

little boy going to the store for mother when he wanted to play with his ball; or mother sewing for her little girl when she would like to be reading. Though the picture is most crude it has served its purpose if it impresses upon the child the lesson of loving service which calls for sacrifice.

**Closing Song** (for music, see p. 221)

Discuss with the children bringing flowers on Easter Sunday to be given for some definite purpose of their own choosing.

**Dismissal**

MATERIALS: If possible an Easter Lily; if not, some other flower; paper, crayons, and paste.

SECOND HOUR

If possible plan to carry flowers to someone in hospital or home, or who will especially need them. Those who cannot go to church because of sickness or old age may be remembered. Make little Easter cards with a simple flower pasted on them to send in place of the flowers if real flowers cannot be obtained.

MATERIALS: Cards $3 \times 4$ inches, and pictures of flowers which can be pasted upon them.

LESSON XXXI

## EASTER DAY

I. WORSHIP

**Quiet Music:** "'Mong the Heavenly Father's Flowers" (for music, see p. 242)

Sing with lily if possible.

**Offering** with song, teacher's prayer, and children's response

**Song**

"Wake! Oh Wake to Greet the Spring" (for music, see p. 241)

**Prayer**

Dear Heavenly Father, we thank thee for father and mother, for the flowers and the birds, and for all waking things. Help us to be good children, always ready to give lovingly to others. Amen.

II. THOUGHT FOR THE DAY

**Conversation**

To what does the little seed change when it wakens? The tiny egg in the bird's nest? To what does the caterpillar or worm change? Which is the more beautiful, the seed or the flower? The tree seed or the tree covered with apples? Which is more wonderful, the egg or the bird that flies and sings in the blue sky? If you were a little insect would you rather wear a little caterpillar body which can only crawl, or a butterfly body which can carry you wherever you wish to go? When the Heavenly Father plans changes it is always to something better and more beautiful. Would you like to hear the story of the first Easter?

## The Story

### THE FIRST EASTER

It was the first Easter Day. Flowers were blossoming on the hillside. Butterflies were flitting in the perfumed air. Birds were singing in the treetops. The world was full of rejoicing and gladness. Yet not all the world was glad. Jesus' friends, the men and women and little children who had loved him, were very sad, for Jesus was dead, and they said, "We shall never see him or hear him again. He will not come to tell us more about the Heavenly Father, to teach us to think of the flowers and the birds, to take the little children in his arms, or to help those who are sick, or blind, or worried. Many people will miss him. We, his friends, will miss him most."

Jesus was dead. Early in the morning three women, friends of Jesus, went to the place where they had laid him.

"How shall we roll the great stone away from the door that we may go in?" they asked. Could they find someone strong enough? When they came to the place they found it open; an angel had come in the night and rolled the stone away.

They looked in. Jesus was not lying there; but two angels with shining faces and white garments sat, one at the head and one at the foot of the place where Jesus had lain.

"For whom are you looking?" asked the angels.

"We are looking for Jesus," said they.

"Why are you looking here for Jesus?" said the angel. "He is not here. He is risen." The women could not understand; they did not know that the Heavenly Father could give a new body house, more wonderful far than ours.

They went out into the garden and Mary stood alone, weeping.

"Why are you weeping?" asked someone beside her.

"Because they have taken away Jesus," said Mary, "and I do not know where they have laid him."

"Mary!" said the voice. Mary turned. It was Jesus.

"Go quickly," he said, "and tell my friends that I, who was dead, am alive, and will come to them." Mary ran quickly to tell the good news, and all the way her heart was singing with joy.

"Jesus is risen! Jesus is risen!" And all along the way as she ran, the flowers lifted their shining faces, and the butterflies danced

above them, while the birds sang their sweetest songs. Everything seemed to be saying:

"Oh, they that sleep shall wake again; and God is Love forever." [The teacher may sing these words to the same refrain as "The Child Jesus Grew."]

**Expression**

Play being Easter flowers and returning birds.

Mount picture, "Jesus and Mary." Talk about changes and awakenings of flowers and birds and especially of the butterfly as the symbol of resurrection. Jesus also was changed. He would go to live with the Heavenly Father in the beautiful heaven home. Many people have gone to live with the Heavenly Father; they have left their body houses for far more wonderful ones which the Heavenly Father gives to them.

Carry out Easter plans for others, making ready flowers which have been brought or carrying them to others where practicable.

**Closing Song** (for music, see p. 121)

Suggest that we remember how the little boy was happy when he gave his lily which he had wanted to keep. See through the week if there are any times when you can love someone enough to give up your own way and wish to do theirs. See if you can find times when other people love that much.

**Dismissal**

MATERIALS: Easter flowers, a lily if possible, the large Easter picture, smaller Easter picture for each child, and the customary mounts.

SECOND HOUR

Dramatize the story of any waking things. Draw or cut and mount flowers, birds, etc. Retell the story, "Who Called the Green Worm?" If teacher prefers, she may tell the story, "A Lesson of Faith," by Margaret Gatty.

MATERIALS: Crayons and paper, or, if preferred, colored inch circles, mounts, and paste. Make ready for carrying out any Easter plans, such as carrying flowers to hospital, etc.

## LESSON XXXII

# AN EASTER SURPRISE

### I. WORSHIP

**Quiet Music:** "'Mong the Heavenly Father's Flowers" (for music, see p. 242)

To be sung by teacher during passing of flower.

**Offering** with song, and teacher's prayer

Children: "We Love Him Because He First Loved Us" (for music, see p. 220).

**Song**

**Prayer**

### II. THOUGHT FOR THE DAY

**Conversation**

Let the children name as many flowers as they can which waken in the spring; as many birds. Bring out the idea that we are surprised when we find the first buds and hear the first robin or bluebird, and that it is a happy surprise. We run to tell mother or father or our little friends. Why do we have Easter Day? Who awoke or returned to life on that day? Recall Easter story. When the Marys came to the place where Jesus had lain, whom did they see? What did the angels say? Who came to Mary in the garden and called her by name? Was she surprised? Was she glad? What did she do? Did anyone ever surprise you by coming to see you when you thought they were far away? Perhaps mother or father came home in the night

and you woke in the morning and found them returned. Would you like to hear the story of another Easter surprise?

**The Story**

JESUS WITH HIS FRIENDS

It was the first Easter Day. Late in the afternoon two friends journeyed along the road leading to the little town of Emmaus. Flowers were blooming on the hillsides, birds were singing in the treetops, just as they do every year in that beautiful country. The two friends did not see the beauty of the hills nor hear the singing of the birds. They were talking of strange things that had happened, different from any of which they had ever heard. As they walked along talking, a stranger joined them.

"Of what are you talking so earnestly?" he asked. "And why are you so sad?"

"Do you not know?" asked they. "Have you not heard what has happened? Jesus is dead. We hoped he was to become a great leader, sent from God. And that is not all; today women came saying they had seen angels who say he is alive; but we have not seen him. It is all very strange and we cannot understand."

"Do you not see?" said the stranger. "It is as the Heavenly Father planned. Jesus is the great leader and friend and it shall all come to pass." Of course they could not then know how fathers and mothers and little children all over the world would some day learn to know and love Jesus as we now know and love him.

All the way to the little town of Emmaus the stranger talked to them, helping them to understand as best they could.

"Stay with us," said they to the stranger, "for it is late and the journey has been long."

So the stranger became their guest. That evening as they sat at the table he took the bread, broke it in pieces, and thanking the Heavenly Father for food, gave it to them to eat. As he did so they looked in surprise—another strange and wonderful thing was happening—for their eyes saw not a stranger, but Jesus! As they looked at him he disappeared, and they saw him no more.

"How strange that we did not know him before," they said, "and yet all the way we felt as if Jesus were near." They arose quickly and

went back over the hills to tell the others that Jesus lived, for they, too, had seen him.

**Expression**

Play "Calling" (for music, see p. 234) with thought of returning friends.

Draw returning friends, or the house where father returns to his family after the day's work is done, etc.

**Closing Song** (for music, see p. 221)

Suggestion: Every day brings our friends to us; sometimes we meet them in unexpected places or when we are not looking for them; then we are surprised. Let us be sure to show our friends this week that we are glad to see them.

**Dismissal**

MATERIALS: Easter picture, "Jesus and Mary," flower or plant, crayolas, and paper.

SECOND HOUR

Tell again the story of the butterfly and talk about Easter awakenings. Dramatize the change from caterpillar to butterfly, and fly as butterflies (for music, see p. 243).

Cut colored inch squares through the center, place right angles together and mount as butterflies; green may be added as grasses.

MATERIALS: For each child five or six 1-inch squares of some light-colored paper, and a strip of green for making grasses.

GROUP VII

# BEING READY TO SERVE

LESSON XXXIII

# READY TO DEFEND AND PROTECT

I. WORSHIP

**Quiet Music**

**Offering** with song, and teacher's prayer.

Children: "The Child grew and became strong to help; and the love of God was within him" (for music, see p. 220).

**Song**

**Prayer**

II. THOUGHT FOR THE DAY

Sing and play "Little Lamb, Who Made Thee?" (for music, see p. 237).

**Conversation**

Have any of you any little pets? Do you help take care of them? What care does a little dog need? a kitten? out-of-door birds? What can a little kitten do if one is rough with it and hurts it? It cannot talk as we can. God has given it a way to care for itself. It can scratch. A little chicken can pick with its bill; a little bird can fly away. What can a little lamb do? Sheep have almost no way of caring for themselves, so the shepherd, the one who takes care of them, must find water for them, find food for them, and see that nothing harms them. Sometimes he must even see that they do not wander off and get lost.

But in payment for all this care the little lambs make the dearest of pets, and the sheep give us wool for our clothing. In some countries a shepherd boy goes with the sheep

each day, and brings them back safely each night. He must be careful never to leave them alone for fear some wild animal might come down from the mountains and carry one of them off for food.

**The Story**

DAVID, THE SHEPHERD BOY

David, the shepherd boy, cared for his father's sheep. Every morning he rose early, opened the door of the sheepfold, and led the sheep out to find water and green pasture. Sometimes they wandered far over the hills; then while the sheep were quietly feeding, David lay on the grass and dreamed of the things that were happening in the world beyond. He would also play upon his harp. He had learned when a child how to tighten the string on his bow so that by passing the arrow, or his fingers, across it, he would make a low sound like the call of a sheep, or a high sound like the notes of a bird. Now there were several strings on his harp, and he could play many tunes as well as imitate the sound of the wind in the trees, the babbling of the water at the spring, and the tramping of many sheep as they hurried out to the pastures in the early morning.

There were little lambs in David's flock. Each little lamb knew his own mother sheep, and would answer to her call. But if they had gone very far and the littlest wee white lamb should grow tired and could go no farther, then David would take it upon his shoulder and carry it, while the mother sheep walked along by his side, and all the other sheep followed behind.

One day as David sat playing and singing to himself, he heard the cry of the littlest wee white lamb, and the frightened bleat of the mother sheep. Quickly he sprang to his feet. A lion, which had been creeping along behind the trees, had seized the baby lamb and was carrying it away. With a cry David ran after the lion, seized it by the jaw, killed it, and brought the little lamb safe back to the mother sheep.

That night when the littlest wee white lamb and the mother lamb were safe in the fold with the other sheep, David told his father what had happened.

"God was caring for you, my son," said his father.

"Yes," said David, "The Lord is my Shepherd and he made me strong to kill the lion and save the little wee white lamb."

**Expression**

Let the teacher sing the following words (for music, see p. 239):

The shepherd of my sheep, the shepherd am I,
The shepherd of my sheep, the shepherd am I,
I lead them forth each morning
Through pastures fresh and green
To rest in pleasant places
Beside the quiet stream.

Since God is my Shepherd, no fear shall I know,
Since God is my Shepherd, no fear shall I know.
When shadows of the evening
Across my pathway go
My Shepherd is my Keeper
And I no fear shall know.

Dramatize David, the shepherd boy, providing there is someone who would like to be David. Choose other children for lambs which follow him and then rest in the pasture. One slips away out of sight and is rescued or brought back by David. This can be repeated, letting other children be the lost lamb. (The children will probably not think of playing the part of the lion, and it is much better that they do not.) Another child chosen as David's father may carry on the closing conversation with David. If it is fully dramatized the children may inclose with chairs or blocks a space for sheepfold.

Tear and mount sheep. (Some children will tear sheep with head, body, and legs; others simply little pieces which

may represent the sheep lying in the distance. It is always the attempt which is valuable to the little child and not the result obtained as judged from the standpoint of the adult.)

**Closing Song** (for music, see p. 221)

Suggest that through the week the children see how many times they have opportunity to be brave and help someone or something, remembering always that the Heavenly Father cares for them.[1]

**Dismissal**

MATERIALS: For each child a paper mount, preferably of green, and a 3-inch piece of soft white blotting paper that will tear easily.

SECOND HOUR

Build sheepfold of blocks, all co-operating; or visit kitten, dog, or other animals, and note what is done for their needs and comfort.

Draw a house for the dog, a saucer for the kitten, a fold for the sheep, etc.; or cut and paste in book or on paper mounts pictures of animals and children showing kindness and gratitude, etc.

MATERIALS: Crayons and paper, or magazines for cutting, in which are pictures of sheep and pictures showing intimacy between children and animals, etc. Blocks if desired.

[1] A child of three, after playing the story in the morning, went bravely out at dusk to gather up his toys in the sand pile. Having always been timid before, he surprised his mother, who inquired of the teacher as to what could have wrought the change.

LESSON XXXIV

## READY TO ENDURE HARDSHIP FOR OTHERS

I. WORSHIP

Have in evidence picture of "Angels and Shepherds."

**Quiet Music:** "Twinkle, Twinkle, Little Star," or "A Lullaby" (for music, see p. 217 or 240)

**Offering** with song, and teacher's prayer

Children: "The Child Jesus grew and became strong to help; and the love of God was within him" (for music, see p. 220).

**Song**

**Prayer**

II. THOUGHT FOR THE DAY

**Conversation**

Do you remember how the shepherds went to the manger to find the Baby Jesus? Shall we tell again the story of the shepherd who cares for his sheep? Let us make the sheepfold on our laps with our hands for the gates. It is a beautiful day; we will open the gates and let the sheep go out to find food and water. Let us count them as they go that we may know just how many we have and be sure that all of them come back to the fold at night. "One sheep, two sheep" (children counting with teacher). What do sheep want to eat? How are they eating the long green grass? What will they need when they are thirsty? Here is a quiet little river where the water flows

so gently that they can drink without fear. Sheep love quiet water.

Now it is time to go back, that they may all be safely shut in the fold before night comes. Shall we count them as they go in? "One sheep, two sheep, three sheep, and a little white lamb," etc. Now they are all in; just the right number; not one is missing. What should we do if one sheep or one little lamb were missing?

**The Story**

THE GOOD SHEPHERD

One day a shepherd led his sheep out to the meadows where they might feed upon the green grass; when they were thirsty he led them to quiet waters that they might drink. All day they fed on the green grass. When night came and it began to grow late the shepherd turned them back toward home. Soon he heard distant thunder. The sky grew dark. A heavy storm was coming. Quickly the shepherd led them back to the fold. As they went in he counted them, one sheep, two, three; he counted them all; one was missing! A little white lamb! Where could it be? The night was dark and the rain was falling fast. Could the shepherd find the sheep if he went out into the storm? The shepherd closed the door to the sheepfold and fastened it so that no harm could come to the sheep within; then he went out into the rain to find the sheep that was lost. Back through the meadows he went, now wet and dark; along the river, no longer quiet. At last he heard a faint call. It was his sheep, lost on the rocks. There the shepherd found him, too tired and weak to walk. He put him upon his shoulder, and carried him safe back to the fold. He was a good shepherd who loved his sheep. Show the picture of Jesus the Good Shepherd.

**Expression**

What did Jesus mean when he said, "I am the Good Shepherd"? Who are his sheep? Who are his lambs?

Sing the following song (for music, see "'Mong the Heavenly Father's Flowers," p. 242):

Jesus, tender Shepherd, hear me,
Bless thy little lamb tonight;
Through the darkness be thou near me;
Keep me safe till morning light.

Ask how many children pray every night. How many in the morning? What would make a good morning prayer? How many would like to learn this little song as a prayer at night? Let them learn the stanza trying it one at a time, with the teacher, if they so desire, and then, all together, with bowed heads, sing it as a prayer.

Sing and play, "Little Lamb, Who Made Thee?" (for music, see p. 237). Directions for playing are given in Lesson IV.

Mount the picture of "Jesus the Good Shepherd."

**Closing Song** (for music, see p. 221)

Suggest that the children, this week, remember to say or to sing, "Jesus, Tender Shepherd, Hear Me," etc., each night before going to bed.

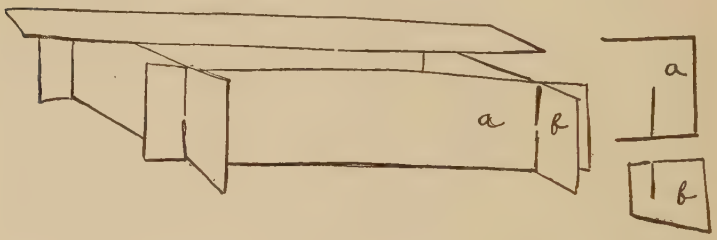
**Dismissal**

MATERIAL: Picture of the "Shepherd and Angels," pictures of "Jesus, the Good Shepherd," and mounts; paste.

SECOND HOUR

March to "Battle Hymn of the Republic" (for music, see p. 246). Sing again the story of "The Shepherd Boy's Gift" (for music, see p. 229). Make a sheepfold. Give each child a stiff paper 11×8 inches; fold through the center by placing 8-inch sides together, and without opening,

fold again in like manner, and cut, making four oblongs 8 inches long and about $2\frac{1}{2}$ inches wide. Holding the four pieces together, fold them lengthwise through the center; cut to the center line at about 1 inch from the ends on one




side only. Turn two of the strips over and fit together at corners; fold outside pieces back and paste if desired. Cut door in front and, folding edges of remaining piece of paper, lay it on top, providing shelter.

MATERIALS: For each child one piece of stiff paper, 11×8 inches, for folding, and another 8×4 inches; paste and scissors.

LESSON XXXV

## READY TO DO WHAT HE COULD

I. WORSHIP

**Quiet Music:** "'Mong the Heavenly Father's Flowers" (for music, see, p. 242)

**Offering** with song, and teacher's prayer

Children: "The Child Jesus grew and became strong to help; and the love of God was within him" (for music, see p. 220).

**Song**

**Prayer**

II. THOUGHT FOR THE DAY

**Conversation**

Did you ever go on a picnic? Tell us about it. How did you go? Who went with you? What did you have to eat? Did you get very hungry before it was time to eat? Did you ever give some of your lunch to little children out at play, but not in the picnic, who looked, when they saw you eating, as if they would like some too?

One time a little girl was traveling all alone on a train. She had her lunch with her. When it came time to eat she noticed an old white-haired woman sitting near who had no lunch. The woman said that she was very hungry because she did not know it was such a long journey and had brought nothing with her; neither had she enough money to buy a lunch. What do you think the little girl did?

## The Story

### HOW A LITTLE BOY HELPED

One day when Jesus and the men who always went with him to help him were very tired, they took a boat and went across the lake to find a place where they could be all alone and rest. Were you ever so tired you wanted to be alone? Or better yet, to just go to bed and rest? That is the way Jesus and his helpers felt. But when they reached the other side of the lake what do you suppose they found? The people had seen them from the shore, and had gone around the lake, and there was a great big crowd waiting for them.

Jesus was sorry for them when he saw them, for he knew they needed his help, so he went among them and helped them. Sometimes he came to a little boy who could not see mother, or the birds, or the flowers; then Jesus would put his hands upon his eyes and open them to the light. Wasn't that wonderful? Sometimes it was a brother or sister who was lame and could get about only on crutches, or a mother or father who had been ill for a long time. Whoever it was Jesus healed him with a touch, or a word, and oh, how glad they were!

When everyone was made well, Jesus sat down upon the hillside and talked to them as they rested on the grass before him, until the day was nearly gone.

"It is growing late," said the men who were Jesus' helpers. "Send the people away so that they may go back to the cities and buy bread."

"They cannot go without eating," said Jesus, "you must give them bread to eat."

"But how can we?" asked the helpers, "there is no place near where we can buy bread. Here is a boy who has five loaves and two small fishes, but that would be nothing for so many people."

"Bring him to me," said Jesus.

They brought the little boy who came gladly to give his basket of loaves and fishes to the great Teacher.

"Now tell the people to sit down upon the grass," said Jesus.

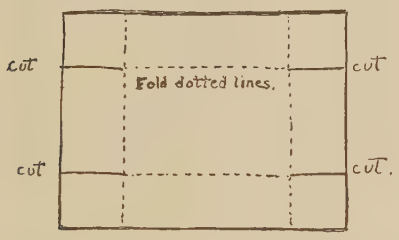
When this was done Jesus took the bread and fishes in his hands, and looking up toward Heaven, thanked the Heavenly Father for

them. He broke the bread and the fishes into pieces and gave it to the helpers, telling them to give to the people. Then something strange happened. The helpers passed to fathers, mothers, brothers, sisters, little children, all those who had been sick, and all those who had come to learn about the Heavenly Father, and as they passed instead of becoming empty, their baskets became more full, until, when everyone had eaten all they wanted, there was many times as much left as there had been in the little boy's basket when he gave it to Jesus.

Don't you think the little boy was glad that he had had five loaves and two small fishes to give to Jesus? I am very sure they were the very best of friends after that.

### Expression

Make motions of rowing boat, walking, climbing, to rhythm. Dramatize the story. Play what would have happened if the little boy had not shared; what happened when he did share.



### Handwork

Fold a little basket for carrying lunch. Let the children fold over the four sides to uniform depth, cut on lines at ends, and paste into basket, adding handle. Ask if they can tell what the little boy had in his basket. What does the Heavenly Father still provide for people that they may fill their baskets? Play putting in fruit and vegetables.

**Closing Song** (for music, see p. 221)

Suggest that when we eat our food we remember what wonderful things our Heavenly Father does for us every day of our lives.

**Dismissal**

MATERIALS: For baskets, have ready for each child a piece of strong paper 8×9 inches, strips for handles, scissors, and paste.

SECOND HOUR

Jesus gave bread to the people. Lead the children to see that it was but a hastening of the process by which God always feeds his children, that he can do all things quickly, but that he lets us help because we are his children. Talk of man's part in furnishing our daily loaf of bread.

Dramatize the story of "Ralph's Birthday Gift to His Mother" (see Lesson V). Draw pictures of things which the Heavenly Father provides for his children.

MATERIALS: Crayons and paper.

## LESSON XXXVI

# READY TO HELP LITTLE BROTHER

### I. WORSHIP

**Quiet Music**

**Offering** with song, and teacher's prayer

Children: "The Child Jesus grew and became strong to help; and the love of God was within him."

**Song**

**Prayer**

### II. THOUGHT FOR THE DAY

**Conversation**

Who has a little baby brother or sister? How big is it? Who takes care of it? What does mother do for it? Can you help take care of it? What can you do to help? What does father do for the baby? How many love the baby—everyone? How does the baby like to play? When it is tired and sleepy what does mother do? Does she ever forget to care for her baby?

**The Story**

### HOW MIRIAM HELPED HER BABY BROTHER

Would you like to hear the story of a little girl who was strong to help her baby brother?

Once there was a little girl named Miriam who had a darling baby brother. But it was not just the same as having a baby brother in these days, in our happy land, for Miriam's mother was afraid that the king, who did not want them to have baby brothers, would take him away from them. Miriam's mother hid the baby for a long while,

and when she could no longer do that she made a little basket, covered it tight with pitch so the water could not get into it, put her little baby into the basket, and took it down to the river. "I will put it in the water," she said, "where the Princess comes to bathe, and perhaps when she sees him she will keep him, for he is such a beautiful baby. The king will let her keep him because she is the king's daughter." So Miriam's mother hid the little brother in the basket among the tall rushes.

"Stay near by, Miriam," she said, "and watch what becomes of the baby."

By and by the Princess came down to the water to bathe. "What is this?" she asked. One of the maidens brought the basket to her. When she looked at the beautiful baby she was sorry for it, and said,

"Some poor mother has hidden her baby here because she could not keep him. I will keep him and he shall be my son."

All the while little Miriam was watching closely, and she heard every word the Princess said.

"Would you like to have me get a woman to take care of your baby until he is older?" said Miriam.

"Yes," said the Princess. Little Miriam ran quickly. Whom do you suppose she brought? Her mother! So the Princess, without ever dreaming of such a thing, put the baby back into his own mother's arms.

"Care for him," she said, "and I will pay you well."

The little brother went back to live with his mother and father, and every day Miriam held him in her arms and sang to him, for they were no longer afraid the king would take him away from them.

### Expression

Let the children march, one being the Princess, others the attendants. Let them stop at the river and find the baby. Choose a child, then, to be Miriam and say, "Can I bring a woman to care for your baby?" When the Princess has answered her she may choose one of the children as mother, to whom the Princess hands the baby, saying,

"Care for him." (The following Sunday the children may choose the characters and fully dramatize the story.)

Let the children draw pictures of older brothers and sisters helping little brothers and sisters. The drawings, though crude, will not appear so to the child, and will fix the idea in his mind. Emphasize the thought that Miriam's love for her little brother made her quick to see how she could help him.

**Closing Song**

Suggest that little children may help care for brothers and sisters in many ways; that this week all may try to be kind to some child who is smaller and more helpless.

**Dismissal**

MATERIALS: Crayons and paper.

SECOND HOUR

Tell again the story of Jesus blessing the little children, with the thought that really great people are kind to weaker and younger ones. Fold strip of paper in center lengthwise, making it stronger; paste edges together. Let the children arrange the tablets in design to please themselves, then look at all of them and choose those which are pleasing, which may be pasted. Help the other children to make a simple design (place two purple circles one above the other, and paste a yellow circle upon them in the center; turn over and at each side, meeting in the center, paste another purple circle, on each of these a yellow, and then a purple, etc., each circle extending a little past the last so that when it is pasted at the center of the crown purple

and yellow will alternate). Play that the crown is for a good princess.

MATERIALS: For each child a 25-inch strip of 2-inch paper tough enough to be used as a crown; several inch circles of yellow and purple with which to decorate the crown; paste, and a pin for fastening together at the back.

GROUP VIII

# TAKING RESPONSIBILITY FOR OTHERS

LESSON XXXVII

## STRONG TO HELP STRANGERS

I. WORSHIP

**Quiet Music**

**Offering** with song, and teacher's prayer

Children: "The Child Jesus grew and became strong to help; and the love of God was within him" (for music, see p. 220).

**Song**

**Prayer**

II. THOUGHT FOR THE DAY

**Conversation**

Are there any little children who play in our streets or go to our kindergartens who have learned to talk the language of some other country? (Perhaps some of the children can name such.) Do you suppose we could help them get acquainted, help them feel at home? Would we wish to be like the unkind king? Or would we rather be like the kind Princess who found the baby Moses? How can we help? (Let the children suggest ways.) We must not notice when they speak incorrectly, we would do the same in their country if we tried to use their language. We must not notice if they are dressed differently. Every country has its own way of making clothes and its own way of doing things. And the Heavenly Father gives the wool and cotton, the silk and the linen for all. They are all his children, and he loves them all. Perhaps sometime we

will show them that we are their friends and really want to play with them and to have them love us as we love them.

**The Story**

MARIE, THE STRANGER IN AMERICA

Little curly-haired, dark-eyed Marie was standing in the doorway. Today she was going to school in the new country, which was to be her country now. Only a few weeks ago father and mother and baby, little sister, and Marie had come over on the big ship from the country that had been theirs. Here things seemed very different; people spoke in a strange language. Marie had learned only a few words, and she knew no children. Marie was very lonely. If only some little girl would speak to her, but they looked so very different in clothes not at all like hers, and she was too timid to speak to them.

"It is time you were going to school," said Marie's mother, in language she understood. "Be a good girl and learn all you can, for you have come to a free country where everyone may have a chance to learn."

All day little Marie sat at school, wondering what the teacher and children were talking about. It was very difficult. She could not understand at all. They never seemed to use any of the words she had learned. A little while before it was time to go home the teacher handed the children small wooden frames, with heavy cord fastened across them, and pretty coarse woolen yarn with which to weave little rugs. Most of the children loved to make such cunning little rugs for their dolls, or mats for mother's table. But there was one little girl who could not learn how to weave them. Her yarn tangled and the cord got all twisted. At last she gave up in despair and cried. Marie watched her. They walked along the same way after school. When they reached Marie's home she touched the little girl on the shoulder and motioned for her to go in with her. "Oh, Mother," said Marie, in her own language, as they entered, "show the girl our spinning wheel and the big rugs you make on the loom. She does not understand about weaving."

Mother gladly brought out the wheel and the wool and showed the little girl how she made yarn, and then how she wove it into heavy

cloth or rugs. The little girl smiled and nodded. She held her little woolen sweater close to Marie's woolen dress, and pointed to the wool. Marie nodded. They were made from the same wool which the sheep had given. Then Marie pointed to a picture which hung on the wall. It was a picture of the shepherds taking a lamb to the Christmas Baby. The little girl nodded. She knew the story also. The next day Marie helped the little girl weave her rug. The little girl helped Marie learn the strange new words of the teacher, and before many days Marie and the children could understand each other and play together as if she had always lived in America.

**Expression**

Represent, with motions of hands, rocking of ship which brings little children, fathers, and mothers from a far country to our country. Build in imagination a ship, and sing the following words to the second part of the melody of the "Lighthouse Song" (for music, see p. 248):

Here sails a gallant ship,
And the waves dash high,
As we pass them by.
Here sails a gallant ship
Safely o'er the waters blue, so blue
Safe o'er the waters blue.

Play that you are people coming to this country to find home and friends, and tell of what you hope to find when you arrive. Talk about why our country is called a free country (where everyone is free to do what is right). March and sing the "Battle Hymn of the Republic," carrying flag (for music, see p. 246).

Draw our country's flag, which stands for freedom to do right. Let the children tell again what the stars mean (that all the people shall work together for good, as all the stars shine together to make the night beautiful).

Sing flag song (for music, see p. 245)

**Closing Song**

Suggest that we try to make our country beautiful for all who come to live in it.

**Dismissal**

MATERIALS: Paper and crayolas; American flag.

SECOND HOUR

Dramatize the story of Moses and the bulrushes, with the thought that Moses and Miriam were in a strange country. Look at flags or pictures of flags. Take a walk and look for flags and for our country's colors. Note post-cards with pictures of American ships bearing flags. Why do they carry our flag wherever they go? If blocks are at hand, build bridges, houses, churches, and combine in making a beautiful country.

LESSON XXXVIII

## HELPING ALL PEOPLE, EVERYWHERE

I. WORSHIP

**Quiet Music:** "Little Lamb, Who Made Thee?" (for music, see p. 237)

**Offering** with song, and teacher's prayer

Children: "The Child Jesus grew and became strong to help; and the love of God was within him" (for music, see p. 220).

**Song:** "Jesus, Tender Shepherd, Hear Me" (for music, see p. 242, words 173)

**Prayer**

II. THOUGHT FOR THE DAY

**Conversation**

Does anyone ever call you a pet name? What is it? Does it mean something? Supposing I should call you little fairies, what would I mean? That you slipped around quietly and helped in wonderful ways. But if I should call you busy bees, what would I mean? That you are always busy working at something. Supposing I called you little lambs? Wouldn't it mean that you were little children for whom I cared tenderly, as the shepherd cares for his sheep?

One day after Jesus had gone away and his friends mourned for him as dead, he found Peter by the seashore.

"Peter," said Jesus, "do you love me?"

"Yes," said Peter, "I do."

"Feed my lambs," said Jesus.

What did Jesus mean when he said, "Feed my lambs"? (Show picture of "Jesus Blessing Little Children.") He meant little children and fathers and mothers and anyone who might need help. There are little children who live in our town, and they are his lambs; there are little children who live in other parts of our country, and they are his lambs also. Wherever there are any who need help they are the sheep and the lambs whom Jesus loves; and he says, "Feed my lambs; feed my sheep."

Would you like to hear a true story of how a mother helped to take care of some of Jesus' little lambs in a far country?

**The Story**

THE MISSIONARY LAMB

They lived on a farm, and the mother was very busy caring for her own little children, feeding them, making their clothes, and telling them stories when she tucked them in bed. Besides this there was the milk to attend to, and the chickens and the calves to feed, and ever so many things to do. Sundays they went to church and Sunday school; and sometimes to places where people met to talk and plan about little children in far-away countries, who did not know about the dear Heavenly Father. Mother felt very sorry for these children. One morning she wakened early. It was still dark and not time to rise. As she lay there she thought of Jesus' little lambs in the far-away country. She wished that she could send money to them, but she had none that she could give.

"Dear Heavenly Father," she said, "show me the way that I can help the little children over there." Then she fell asleep.

By and by the father came in.

"Mother," he said, "wake up. I have brought a wee little lamb in from the barn. It was just born this morning, and is very weak, and cannot live unless someone takes good care of it."

"If I take care of the lamb, may I have the money that its wool brings?" asked Mother.

"Why, yes, of course," said Father. The mother arose and took care of the little lamb. She wrapped it in a warm blanket and fed it warm milk from a bottle. How delighted her little children were to see it!

"May we have it for ours, Mother?" they asked. "You may help care for it, and play with it," said Mother, "but it really belongs to the little children across the water. We will take care of it for them." So they called it the "Missionary Lamb." With such excellent care, it grew to be one of the finest sheep in the country round, and it became a great pet.

When spring came, it was time to cut the wool from the sheep, and the men came with their big shears and cut off the heavy hot wool, just as the barber cuts the hair from your head. They sheared all the sheep, but they kept the wool cut from the "Missionary Lamb" by itself. When Father took the wool saved to the market to sell, all the money that came from the Missionary Lamb's wool was saved to give to Mother. And how much do you think it was? Enough to pay for food and clothes for a whole year for a little child on the other side of the world where they were teaching the children about the Heavenly Father's love.

**Expression**

Carry out plan by which children can give for a definite purpose. It might be a good time for the teacher to give out envelopes which the children are to keep through the summer, putting in their missionary contribution regularly every Sunday, wherever they are, these to be returned in the fall.

Show pictures of children in some country in which they manifest especial interest.

Play taking a boat and sailing across the ocean to find out what children over there would like to have.

March to "Battle Hymn of the Republic" and salute flag.

Give the child mount and paper square for making boat. Fold square diagonally from corner and cut. Turn point at right angle back to opposite edge, one triangle only, and paste on mounting board as boat with sail. If free work is preferred, let each child cut and mount a boat according to his own fancy.



**Closing Song** (for music, see p. 221)

Suggest that children earn pennies to save for missionary enterprise, or special offering, according to plan adopted.

**Dismissal**

MATERIALS: Mount and paper for cutting boat. If directed work is preferred, a mount 6 × 7 inches, and a 1½-inch paper square will be necessary.

SECOND HOUR

Emphasize helping children of other countries. Study customs of other countries. Mount pictures of missionary lands. Cut out paper-doll sets, or make picture puzzles

for children in missionary school with the thought that they will be interested in seeing our ways of dressing, and our customs, just as we would be interested in learning about theirs. Lead the children to see that while there are differences, many things are alike in all countries. Try to get the children to think of and name some things that are alike. Mother love? Baby brother and sister? Pets?[1]

Cultivate in the children an intelligent and sympathetic regard for the people of non-Christian countries, and the desire that they, too, should know that they have a full share in the Heavenly Father's love.

MATERIALS: Pictures showing clothing and customs of other countries, especially missionary lands; magazines from which children can cut out figures of men, women, and children, making paper-doll sets or families; large envelopes for inclosing the same; or pictures with heavy mounts from which picture puzzles can be made.

[1] The author well remembers her idea of China at five years of age, a barren plain with two roads crossing at right angles, where the missionary stood, handing ur Sunday-school papers to those who passed by in caravans.

## LESSON XXXIX

## THOUGHTFULNESS

### I. WORSHIP

**Quiet Music:** "Twinkle, Twinkle, Little Star" (for music, see p. 217)

**Offering** with song, teacher's prayer, and children's response

**Song**

**Prayer**

### II. THOUGHT FOR THE DAY

**Conversation**

What gives us light by day? What by night? How are cities lighted by night? How can we find our way on a country road at night? What can the farmer use? Automobile lights, lanterns. How can a ship find its way across the water when only water can be seen? Sometimes it is cloudy and the stars cannot be seen, then if there are rocks along the shore, or upon an island, how will the captain know where to steer his boat? How does the light in a lighthouse differ from an ordinary city light? (The children will get an idea of the intermittent light if the teacher will repeat slowly, "light! dark! light! dark!" illustrating, by turning the raised hand, the palm representing light, and the back of the hand, darkness.) Who takes care of the light in the lighthouse? What sort of a man must the keeper be, a careless one, or one that can be depended upon? Would you like to hear the story of how the little daughter of a lighthouse keeper helped many people?

## The Story

### THE LIGHTHOUSE CHILD

A little girl once lived alone with her father on an island. It was a small island. "Little Daughter," as her father called her, could walk all around it in a short time. On the side next to the land, which could easily be seen in the distance on sunny days, the island sloped gently down to the water's edge, but on the side looking out to sea, the rocks were sharp and cragged, and no boat dashing upon them could hope to be saved.

Little Daughter and her father were great companions. She loved to help him and he was always interested in her play. Together they ate their meals, washed the dishes, and did whatever was necessary in the two little rooms in which they lived. Then together they climbed the stairs which led to the lights in the tower above. Every morning the lamps must be trimmed, filled with oil, and made ready, so there need be no delay when night should come. When the lamps were ready, Little Daughter and her father were free to do whatever they wished. Sometimes they mended nets to be used in fishing; sometimes they went riding in their old-fashioned, wide-bottomed boat which only father could row. Often they sat together, and as the sun sank low in the western sky, father told stories of the mainland, stories of little boys and girls who did things and saw things of which Little Daughter heard and dreamed, but could not remember. Some day she should go again to the mainland, and see great cities with stores, churches, and schools, with street cars, bells, and parades; and beyond the cities, fields, and green meadows with horses, cows, and sheep. When the sunlight faded from the sky, father would climb the dark stairs while Little Daughter watched below for the great lights which shone out from the lighthouse tower, saying to all ships passing by: "Danger, keep off the rocks!"

One day Little Daughter's father went to the mainland for sugar and flour. She was not afraid, for he had left her before, and this time he was to bring her a pair of new shoes and a doll for the little bed he had made for her playhouse. She washed and wiped the dishes all alone, and then played around on the rocks, waiting for her father. Higher and higher the waves rolled in, bringing in seaweed and shells,

which she gathered to show him when he should return. It seemed to her he would never come. Great black clouds swept across the sky. The wind blew and the waves grew higher and dashed against the rocks. Darker and darker grew the day, but her father did not come. At last she ran into the house and closed the door. Suddenly she remembered the lights! Who would light the lamps? If they were not lighted some ship might be dashed upon the rocks and lost.

Slowly she found her way up the dark winding stairs and felt for the lights. She knew how to light them for she had often watched her father, but it was not an easy task to light them in the dark. The lights flickered—and then went out. She tried again. This time they sent a ray of light out into the darkness; light! dark! light! dark! Would they continue to burn through all the night? She would watch them. Hour after hour passed as Little Daughter watched alone. Sometimes she thought she saw the distant light from a ship. The wind shook the tower and the rain beat upon the window panes.

On the mainland an anxious father was watching also. He knew his little girl was alone in the storm. He knew the passing ships would need the lights, and he did not know they were at that very time shining out into the storm. The storm had come so suddenly his friends would not allow him to start back to the island. "You cannot possibly reach home," they said. "You must wait until the storm is over." Early in the morning he made his way to the island. No little girl stood waiting for him, as usual, ready to wave when he came in sight. He could not find her in the house, or on the rocks; where could she be? He called. There was no answer. Then he noticed that the lights in the tower were burning dimly. He climbed the stairway and there, lying upon the floor by the lights, her head resting upon her arm, was Little Daughter, fast asleep.

"Little Daughter! Little Daughter!" he called, gathering her up into his arms. "There is no telling how many lives you may have saved last night!" He carried her downstairs, and warmed and fed her. She was very happy indeed, happy because her father was home, because the shoes just fitted, and the doll was the dearest doll she had ever seen, and happy, also, because she had been strong to care for the lights and had saved many mothers, fathers, and little children to each other.

**Expression**

Sing and dramatize the following words (for music, see p. 248):

The keeper trimmed his lamps,
And the wind swept by
And the waves rolled high!
The keeper trimmed his lamps,
"Oh, there must be light tonight, tonight,
There must be light tonight!"

The Captain drove his ship,
And the wind swept by
And the waves rolled high,
The Captain drove his ship
Safely by the rocks that night, that night,
Safe by the rocks that night.

The sailors' children sang,
As they woke to play
Through the sunny day,
The sailors' children sang,
"Oh, give thanks for light by night, by night,
Give thanks, give thanks for light!"

Choose child to represent lighthouse with hand, light, dark, keeping time with the music; another may represent the captain with hands closed over the wheel; others represent sailors' children who sing their thanks, joining in as they can.

Draw lighthouses and ships; also stairway which the little girl climbed.

**Closing Song** (for music, see p. 221)

Ask the children if they can find ways of helping many (the little boy who brings his cart in from the walk helps everyone who passes by, etc.).

**Dismissal**

MATERIALS: Crayolas and paper.

SECOND HOUR

Who have we beside lighthouse keepers who must be faithful in giving light signals? Workman who places light in street where repairing is being done and brakeman who signals train with his lantern.

If possible take the children out of doors and note any devices by which the people have planned public safety, such as railroad gates, traffic signals, school signs, quiet zones, etc.

Give to the children the thought that parks, sidewalks, roadways, and all public places belong to all people in our country, and one who helps care for them is helping all.

Make lighthouses. Fold paper $5 \times 2$ inches through center, lengthwise, and cut out window in upper end on fold; open and slant sides toward top; paste orange paper on wrong side of window. Mount lighthouse, using remaining strip as rock

MATERIALS: For each child a $5 \times 2$ inch and a $3 \times 1$ inch strip of dark paper and a $3 \times 1$ inch bright orange square, and a $7 \times 5$ inch paper mount; pictures of lighthouses and islands found on postcards or in magazines.

LESSON XL

## TELLING THE TRUTH

I. WORSHIP

**Quiet Music:** "'Mong the Heavenly Father's Flowers" (for music, see p. 242)

**Offering** with song, and teacher's prayer

Children: "The Child Jesus grew and became strong to help; and the love of God was within him" (for music, see p. 220).

**Song**

**Prayer**

II. THOUGHT FOR THE DAY

**Conversation**

Who remembers about the little girl who saved all the people on the stormy water? It took a very brave little girl who could watch alone in the tower for hours when she was tired and cold and hungry. Do little children ever find it hard to do things they do not want to do? Does it take a brave little child to do them just the same, and just as sweetly as though he did want to? What do you think about it? Do little children ever find it hard to tell the truth? When is it hard to tell the truth? When someone may be angry or feel badly because of what we tell them? Do you think it takes a brave little boy or girl to tell the truth sometimes? How many little children tell mother everything? Isn't that the way to do?

Recall in detail, letting the children help, the story of the little lighthouse girl.

Today I am going to tell you a story of a boy who was strong to help when it was just as hard. This little boy was not tired; he had had a good night's sleep in his own bed; he had had breakfast, and it was daylight. There was nothing one could see to be afraid of. His good friend, Eli, who was like a father to him, was with him in the big tenthouse where he lived; yet it was hard for him to help, and he had to be just as brave as the little girl who watched the lights.

**The Story**

THE LITTLE BOY WHO WAS STRONG TO TELL THE TRUTH[1]

It was night. The temple doors were closed. Eli, the priest, had gone to his room for the night, and little Samuel lay down upon his bed to sleep.

"Samuel! Samuel!" Samuel arose and went to Eli.

"Here am I!" he said.

"I did not call you," said Eli. Samuel returned to his bed.

Again the voice called, "Samuel! Samuel!" and again Samuel went to Eli.

"I called thee not," said Eli. Samuel lay down again and a third time the voice called.

"Here am I," said Samuel, "for surely you did call me."

Then Eli said, "Lie down, and if the voice call again, answer, saying, 'Speak, Lord, for thy servant heareth.'"

Samuel lay down, and again the voice came, "Samuel! Samuel!"

"Speak, Lord, for thy servant heareth," said Samuel.

Then the Heavenly Father spoke to Samuel, giving him a message that he should give to Eli in the morning.

"Tell Eli," said the Heavenly Father, and then he gave a message for Samuel to tell Eli in the morning. It was not easy for little Samuel to tell Eli all the Heavenly Father had said, for the message

[1] This story is told less fully under Lesson IX. The children will like the repetition, especially with the new emphasis.

was about Eli's sons, who were not good men. Eli might be angry. At least he would feel very badly. In the morning Samuel arose, opened the door to the temple, and made everything ready for the day, but all the while he was hoping that Eli would not see him, for he might ask what the Heavenly Father had said. Eli knew that Samuel wanted to hide something from him, and he said,

"Samuel, tell me all that the Heavenly Father said to you in the night; keep nothing from me." Samuel told him all.

Eli was not angry with Samuel, but said, "Whatever God chooses to do is right."

Then the Heavenly Father knew that Samuel was a little child who could be depended upon, one who would always tell the truth whether it was easy to do so or not, and so the Heavenly Father spoke many times to Samuel, and when Samuel grew up he became a great leader whom all the people loved and trusted, because they could depend upon him.

**Expression**

March to tune of "Battle Hymn of the Republic," carrying flag, with the suggestion that our country needs people who are strong to tell the truth and can be depended upon.

Salute the flag.

Let the children mount and take home pictures of Samuel, the little child who was not afraid to tell the truth even when it was hard to do so.

**Closing Song** (for music, see p. 221)

Ask the children to see how strong to tell the truth in all things they can be.[1]

[1] Children of this age tell many imaginary stories, not at all with the intention of deceiving. It is simply an exercise of the imagination, the basis in after-years of poetry, art, and self-expression. It is often difficult for the child at this time to distinguish between what is fact and what is imagination. Great care should be taken to understand the motive behind the act. Even when the motive is wrong the child should not be intimidated. We should be with the children as kind and as wise as the aged Eli.

**Dismissal**

MATERIALS: Pictures of Samuel, the usual mounts, and paste.

SECOND HOUR

Recall stories of Jesus, Miriam, and any others who could be depended upon. Play writing and carrying messages, emphasizing the importance of doing just what one is told to do, giving the children little memory tests, such as asking them to bring something or do something which requires attention. Dramatize and sing the song of "The Shepherd Boy's Gift," or "The Three Kings."

Lead the children to see that all workers need to be those who can be depended upon. He who builds a house must make it safe and strong against wind and rain. He who runs a train must be sure he is right and carry his people safely to their destination.

If weather permits, go out of doors and note with what care everything has been constructed.

MATERIALS: Pencils or crayon and paper.

## LESSON XLI

## LISTENING

### I. WORSHIP

**Quiet Music**

**Offering** with song, and teacher's prayer

Children: "We Love Him Because He First Loved Us" (for music, see p. 220).

**Song**

**Prayer**

### II. THOUGHT FOR THE DAY

**Conversation**

There are many voices which speak to us. Can you name some of them? There is mother's voice, father's voice, baby's voice, and there are many others. Can you tell other voices? The Heavenly Father speaks to us also, and he speaks in many ways. Sometimes he speaks through the flowers and the stars, or other beautiful and wonderful things.

The Heavenly Father speaks to everything which he has made. He speaks to the seed and it awakens, grows, and becomes a tree or plant, sometimes with flowers or fruit. He speaks to the bird in the egg, and it finds its way out, grows, spreads its wings, and flies; he shows it the way to the southland, and tells it to return in the spring. He speaks to the crawling caterpillar. Can you tell me what he says before it becomes a butterfly? The Heavenly Father's voice is a quiet voice, as silent as our thoughts when

we only think them, and yet, everything which the Heavenly Father has made, wheatfields, flowers, stars, and birds and his people, hear his voice. The Heavenly Father speaks to little children. Sometimes he speaks to them in a silent voice which they only feel; sometimes he speaks in a louder voice. You have heard the story of how the Heavenly Father called Samuel in the night. Today I am going to tell you a story about how the Heavenly Father spoke to Elijah who lived years ago in the country where Samuel lived.

**The Story**

THE STILL SMALL VOICE

Once upon a time Elijah became very tired and discouraged. It seemed that no one wanted to be good, or to do as the Heavenly Father wanted them to do. Elijah went off in the woods and lay down on the ground, and wished that he did not have to live any longer. He fell asleep. By and by he was awakened by an angel.

"Elijah," said the angel, "wake and eat, for you have a long journey to take."

Elijah arose and found that the angel had made a fire and cooked food for him; he ate, and because he was very tired he slept again. Again the angel woke him, saying,

"Elijah, wake and eat, for you have a long, long journey before you."

Elijah arose and ate again, and then started upon his journey. Day after day he traveled, until at last he came to a tall mountain. There were no well-worn paths leading up, but Elijah went on, because he knew that when he should reach the end of his journey the Heavenly Father would speak to him, and Elijah was very anxious to know what the Heavenly Father would say to him. At last he came to a cave or hole in the side of the mountain. Elijah went in and listened for the voice of the Heavenly Father, and as he waited a great wind arose upon the mountain; the trees bent and their branches snapped;

the leaves went whirling down the mountain side. Would God speak in the whirlwind? No, the Heavenly Father was not in the wind. When the whirlwind had passed, the mountain shook and trembled. Great rocks broke loose and went crashing down. There was an earthquake. Elijah trembled with fear. Would the Heavenly Father speak in the thundering tones of the earthquake? No, there was no voice to Elijah in the earthquake. After the earthquake a great fire swept over the mountain, but the Heavenly Father did not speak in the fire. After the wind, the earthquake, and the fire, there came a "still, small voice," and in it the Heavenly Father spoke, and said to Elijah,

"Elijah, I have many people who love and serve me, and much work for them to do. Go home again, and I will tell you what you can do for me." Then Elijah went down the mountain to his people and did what the Heavenly Father told him to do.

**Expression**

Play "Calling" (for music, see p. 234, and for description, see Lesson XXI), the teacher calling the child in a soft voice, and the child responding in like manner.

Give the children mounts and green and colored paper, from which to cut and paste mountains or hills, trees, flowers, or any of the quiet things of nature.

**Closing Song** (for music, see p. 221)

Suggest that children learn to sit quietly for a few minutes and think of the many beautiful and good things about them, and of good ways of doing things, remembering often to think of the Heavenly Father.

**Dismissal**

MATERIALS: Mounts 6 or 8 inches in height, and width desired, green and colored paper, scissors, and paste.

SECOND HOUR

Play "Twinkle, Twinkle, Little Star," and speak of the silence of the stars.

Look at pictures of hills, trees, mountains, etc. Tell simply how James Watts sat and thought as he watched the steam pushing against the lid of the teakettle; how others thought him lazy, but how finally he found out how steam could be used, until now it is made to run great engines, turn the wheels in factories, pull heavy trains, and take great boats across the ocean. James Watt thought of these things as he sat quietly. The Heavenly Father spoke to Samuel in the quiet of the night, and to Elijah in the quiet of the mountain cave. The Heavenly Father can speak at any time, but we can hear him best when we have learned to listen. If possible, take a walk out of doors and observe how quiet nature is. Note the sunshine, the growing grass; even our own growth is without sound. If out of doors is impracticable, let the children have crayons and pencils and draw quiet things, and things that work silently.

MATERIALS: Crayons and pencil, also pictures of mountains, trees, etc., either for cutting and mounting or for study.

## LESSON XLII

## REMEMBERING TO PRAISE

### I. WORSHIP

**Quiet Music**

**Offering** with song, and teacher's prayer

Children: "We Love Him Because He First Loved Us" (for music, see p. 220).

### II. THOUGHT FOR THE DAY

**Conversation**

Did you ever run out of doors and hear somebody calling you, saying, "Come and play with me"? Whose voice was it? Perhaps there were no words at all, perhaps it was just a whistle that you knew belonged to a little friend; still it might say, "Come out and play." There was a father that always whistled when he came home so that mother could know he was back. Let the children recall and talk about voices which called them, mother's voice, baby's voice, etc.

We learned last Sunday about Elijah and how he heard the Heavenly Father's voice speaking to him silently, and we have heard the story of Samuel, to whom God called in the night. We love to hear the voice of the Heavenly Father in many beautiful ways, through flowers and trees and stars, because he tells us what we ought to do. He is the keeper of everyone who will listen to him. But does the Heavenly Father love to hear the voices of his children also? Do you think he misses our voices if we forget to

thank him or to sing our songs of praise? Would you like to hear the story of Theocrite and the Angel?

**The Story**

THE BOY AND THE ANGEL

(Adapted from Robert Browning)

"Morning, evening, noon, and night,
Love God!" sang Theocrite.

When Theocrite had finished his song he shook back his curls and went on with his work. Many people loved to hear him singing; it made them glad to hear a happy song from the boy's lips in a world where so many people forget to sing, "Love God." The old father and mother who lived next door to Theocrite's shop were glad to hear him. "Yes, thank God for the beautiful day," they would say; or if it were storming, "Thank God for a warm shelter from the storm." There was always plenty to be thankful for. "We do thank God," said the little children about Theocrite's own age, "for all our happy times, and for mothers and fathers, and homes, and clothing, and food." They had no end of things for which to say thanks. And the passers-by, who looked in at the open door and saw the child busy with some new toy or box or handle which he was making, were glad to hear him. It always made their own work seem so much more interesting and worth doing. Theocrite was always happy, but he did not think about the people who were passing by as he sang, "Love God!" He was not singing to them, but to the Heavenly Father, and the Heavenly Father heard and loved his song.

Years passed by. Little Theocrite became a man. He left the shop and went to the city, where he studied and finally became a minister called a bishop, in one of the great churches, where he sang every Sunday before all the people. But the Heavenly Father said to one of his angels,

"I miss the simple song of Theocrite, 'Love God,' which he sang for me alone."

The next day Theocrite was back in the workshop and a new bishop, or minister, looking very much like the angel, served in the great church. And every day, as Theocrite sang, his face became

more bright, until it, too, shone as that of an angel, for he was doing the thing he loved most to do, singing for the Heavenly Father.

More years passed by. Theocrite became an old man.

One night something happened. Theocrite and the bishop were no longer in their places. People said they had died. And so it seemed on earth. But up above, in the heaven home, Theocrite was with the Heavenly Father, singing, "Love God."

**Expression**

Sing "Heavenly Father, Thee I Love" (for music, see p. 235)

Play "Calling" (for music and directions, see p. 234)

Show picture, "The Angel and the Lute," with the thought that the angels are the way we picture the Heavenly Father's messengers who love to do his will.

Stand, and to rhythm give motion of church bells calling all to praise the Heavenly Father. March as though going to church to say thanks.

Let children mount pictures.

**Closing Song** (for music, see p. 221)

Suggest that through the summer each child shall remember that no matter where he is, the Heavenly Father will not forget him, and that he may remember to sing his praise and say "I love you" to the Heavenly Father every day.

**Dismissal**

MATERIALS: Picture, "The Angel and the Lute," and mounts.

SECOND HOUR

If possible take a walk out of doors and note things that praise the Heavenly Father. How does the flower praise

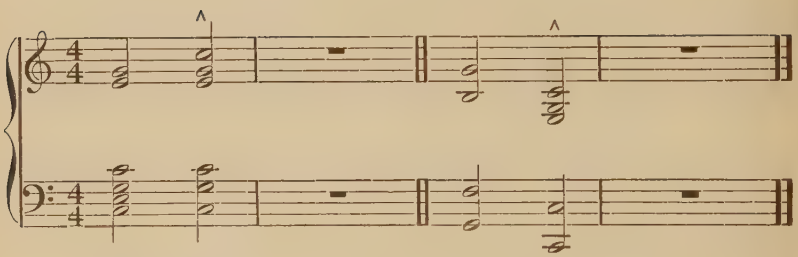
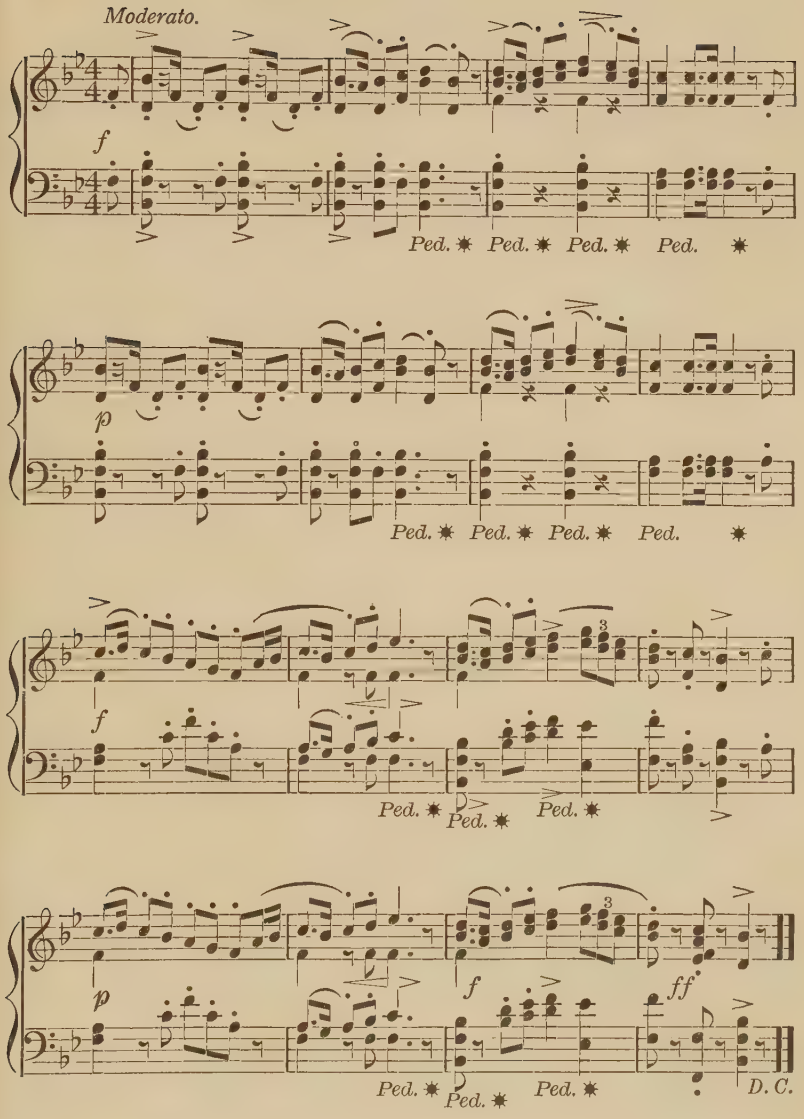
the Heavenly Father? How does the bird praise the Heavenly Father? How does the child? By saying thanks, by singing thanks, by doing thanks. The Heavenly Father says to the flower, "You must grow and give out your beautiful colors and sweet perfume"; to the bird, "You must sing sweet songs and care for your baby birds." Returning to the classroom, raise the question of how the child may praise the Heavenly Father. To the child the Heavenly Father says, "You must grow for many years and learn many things, that you may carry on the work of the world. Some day when you are grown up, you must make good homes for your little children, churches and schools where they may learn, parks, playgrounds, bridges, boats. You will have to write books, sing songs, and paint beautiful pictures, for all these things I leave for my people to do. You will have to see that your country is a beautiful country, good for all to live in; a country where all may learn to love the Heavenly Father and sing praises to him."

Draw pictures of things for which we may give thanks to the Heavenly Father.

MATERIALS: Crayons and paper.

# SONGS AND MUSIC

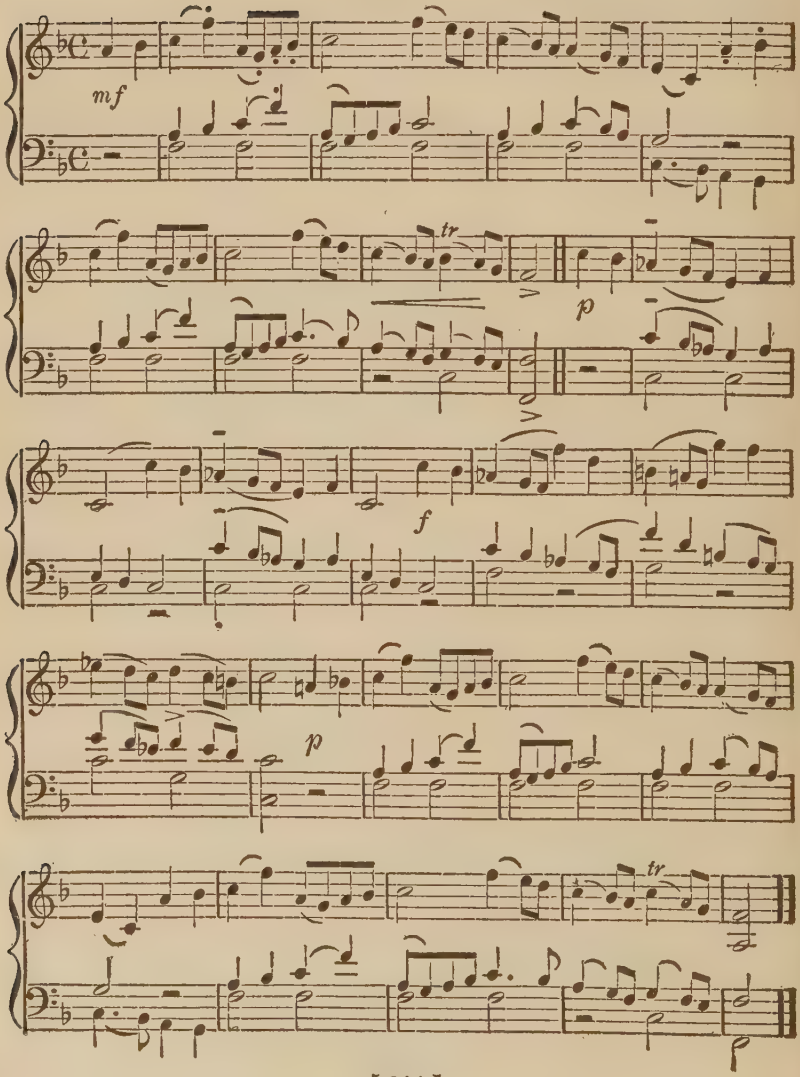
## 1 CHORDS

(A Play Exercise.)

(*Stand up.*) (*Sit down.*)

Moderato.
f
Ped. Ped. Ped. Ped.
p
Ped. Ped. Ped. Ped.
f
Ped. Ped. Ped.
p
f
ff
Ped. Ped. Ped.
D. C.

# 3 GAVOTTA, IN F MAJOR

(Quiet Music.)

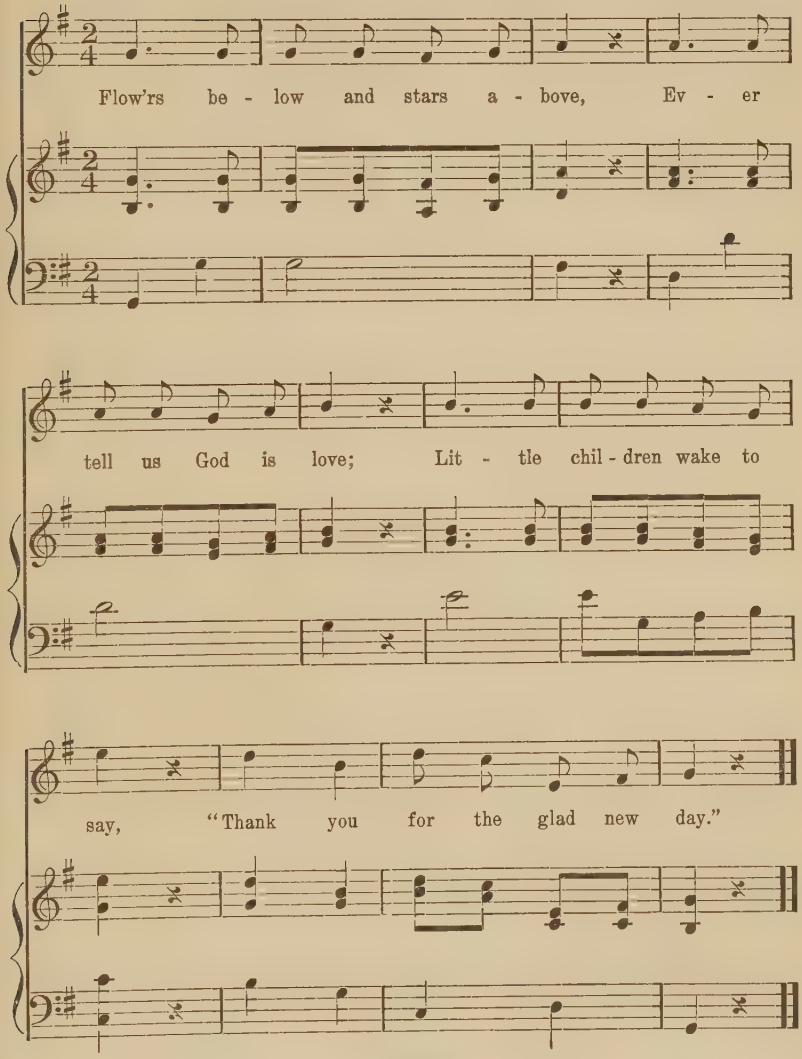
PADRE GIAMBATTISTA MARTINI. (1706-1784.)



# 4 FLOWERS BELOW AND STARS ABOVE

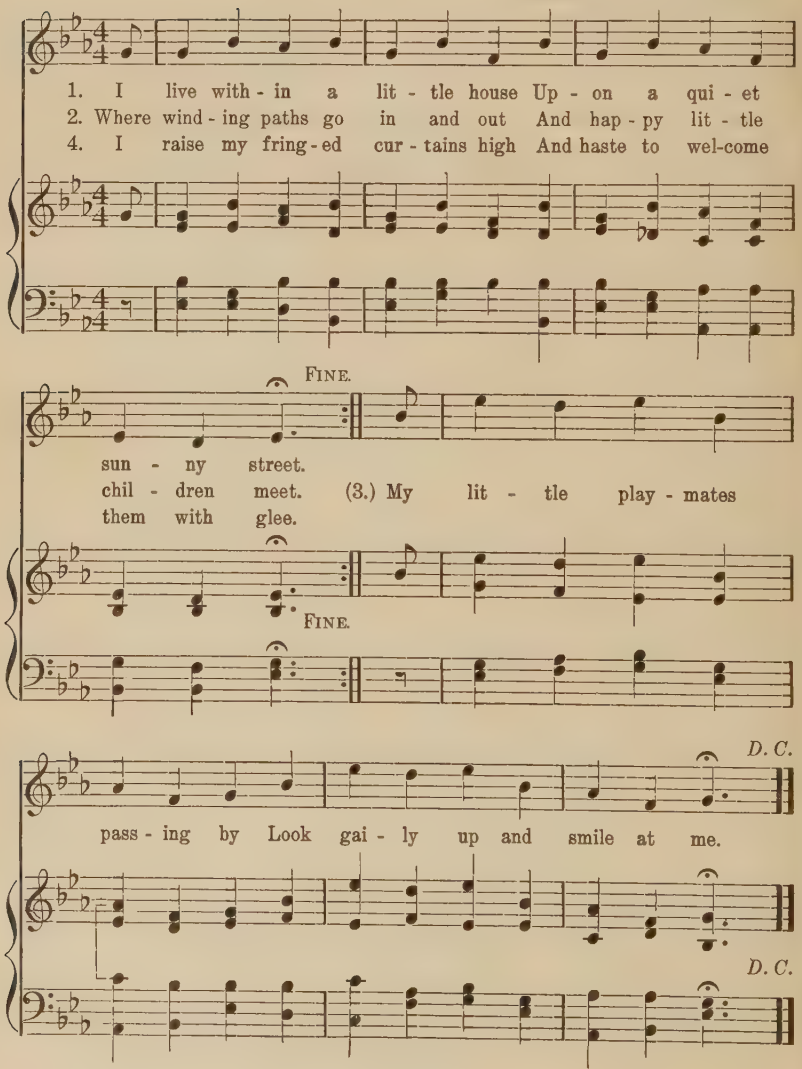
(Quiet Song. To be sung with flower.)

B. M. R. Old Folk Song.



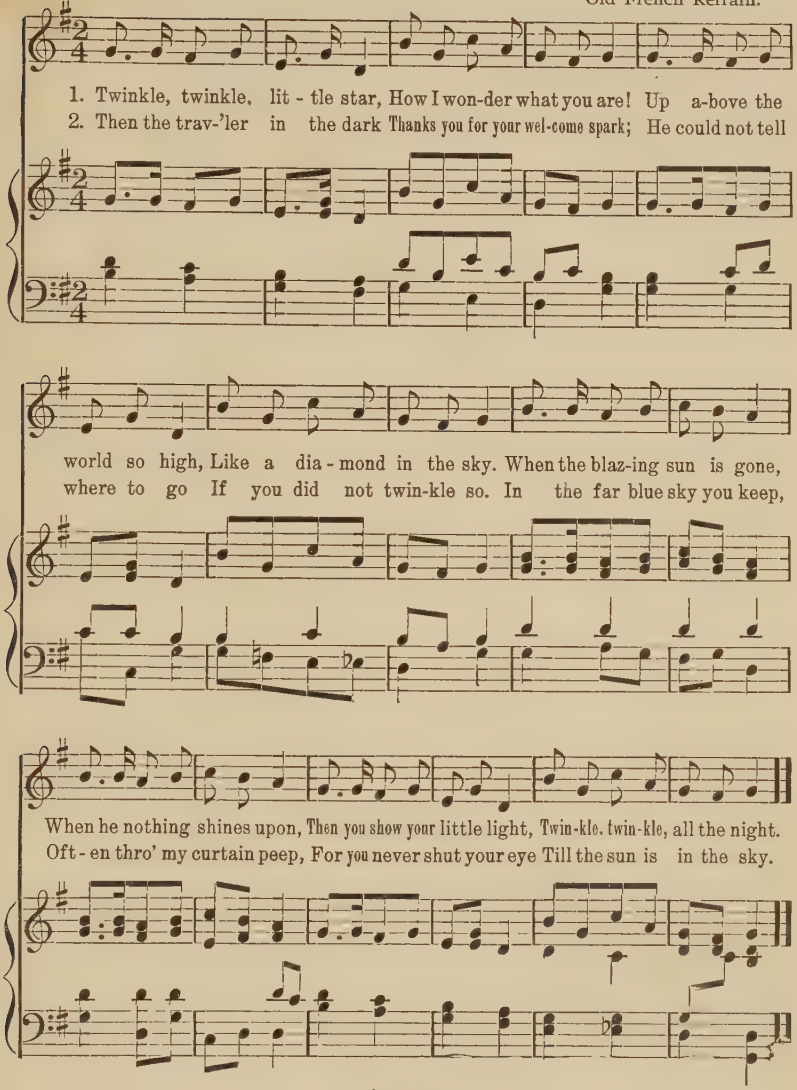
## 5 I LIVE WITHIN A LITTLE HOUSE

(Play Song. To be sung by teacher.)

B. M. R. A Russian Hymn. Adapted.

1. I live with - in a lit - tle house Up - on a qui - et
2. Where wind - ing paths go in and out And hap - py lit - tle
4. I raise my fring - ed cur - tains high And haste to wel-come
FINE.
sun - ny street.
chil - dren meet. (3.) My lit - tle play - mates
them with glee.
FINE.
D. C.
pass - ing by Look gai - ly up and smile at me.
D. C.

# 6 TWINKLE, TWINKLE, LITTLE STAR

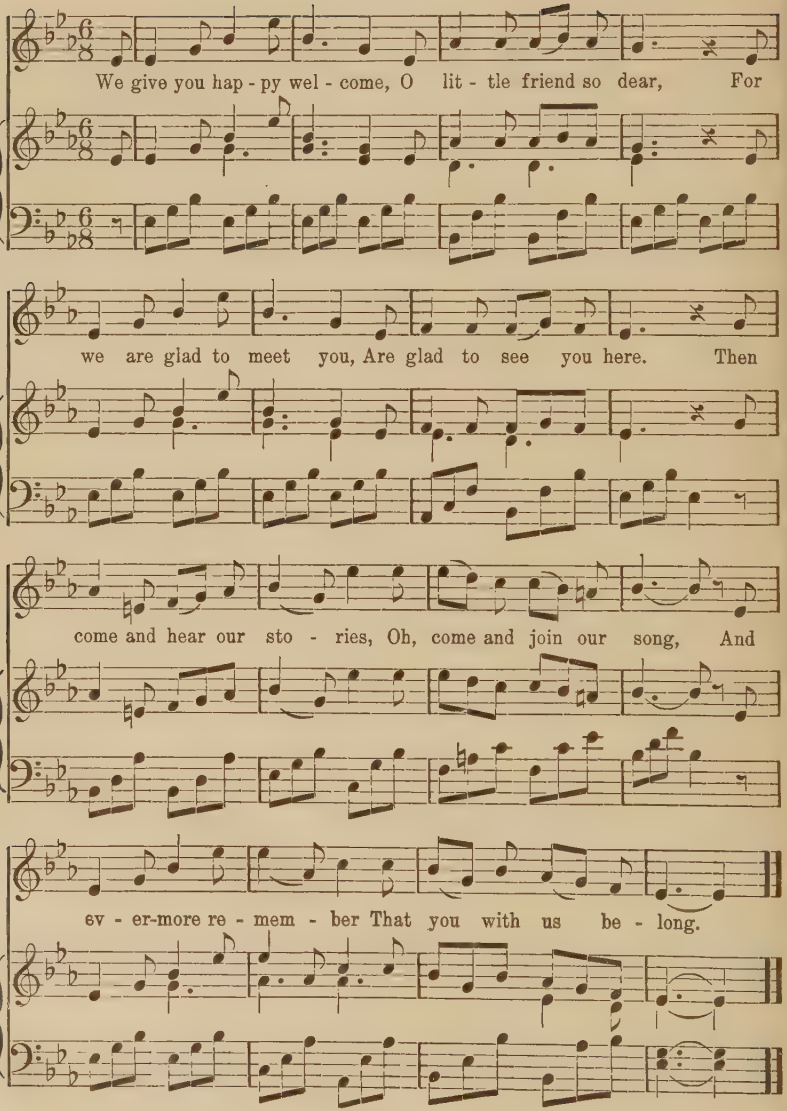
(Quiet Song.)

Old French Refrain.

1. Twinkle, twinkle, lit - tle star, How I won-der what you are! Up a-bove the
2. Then the trav-'ler in the dark Thanks you for your wel-come spark; He could not tell
world so high, Like a dia - mond in the sky. When the blaz-ing sun is gone,
where to go If you did not twin-kle so. In the far blue sky you keep,
When he nothing shines upon, Then you show your little light, Twin-kle, twin-kle, all the night.
Oft - en thro' my curtain peep, For you never shut your eye Till the sun is in the sky.

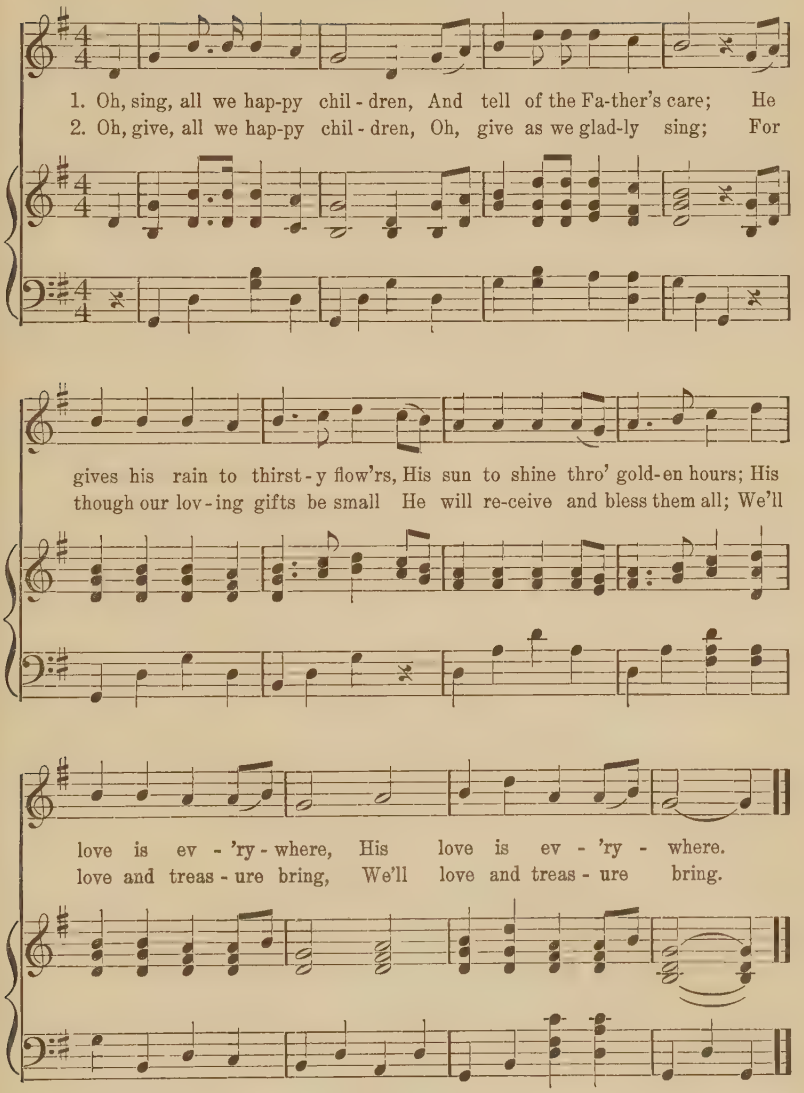
# GREETING

B. M. P.

Old Folk Music.

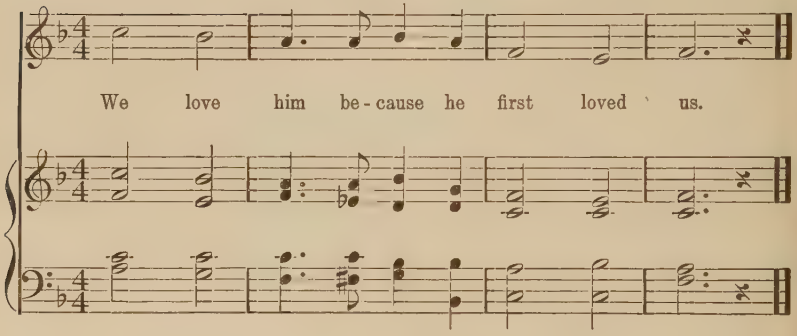

We give you hap - py wel - come, O lit - tle friend so dear, For
we are glad to meet you, Are glad to see you here. Then
come and hear our sto - ries, Oh, come and join our song, And
ev - er-more re - mem - ber That you with us be - long.

B. M. R. Fr. Silcher.


1. Oh, sing, all we hap-py chil - dren, And tell of the Fa-ther's care; He
2. Oh, give, all we hap-py chil - dren, Oh, give as we glad-ly sing; For
gives his rain to thirst - y flow'rs, His sun to shine thro' gold-en hours; His
though our lov - ing gifts be small He will re-ceive and bless them all; We'll
love is ev - 'ry - where, His love is ev - 'ry - where.
love and treas - ure bring, We'll love and treas - ure bring.

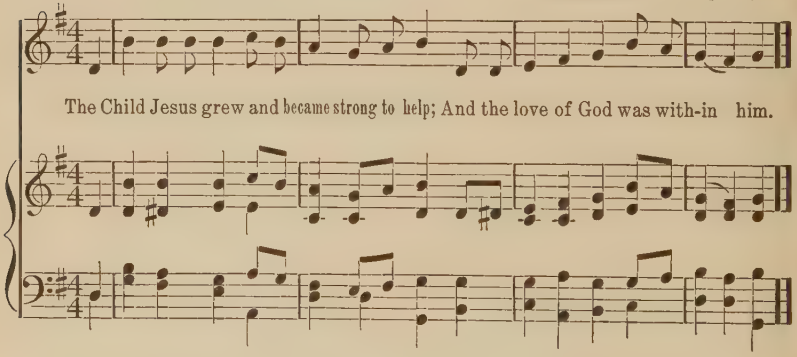
## 9 RESPONSE: WE LOVE HIM

Grace Wilbur Conant.




## 10 RESPONSE: THE CHILD JESUS GREW

B. M. R. Schumann. (Adapted.)




## 11 EASTER RESPONSE

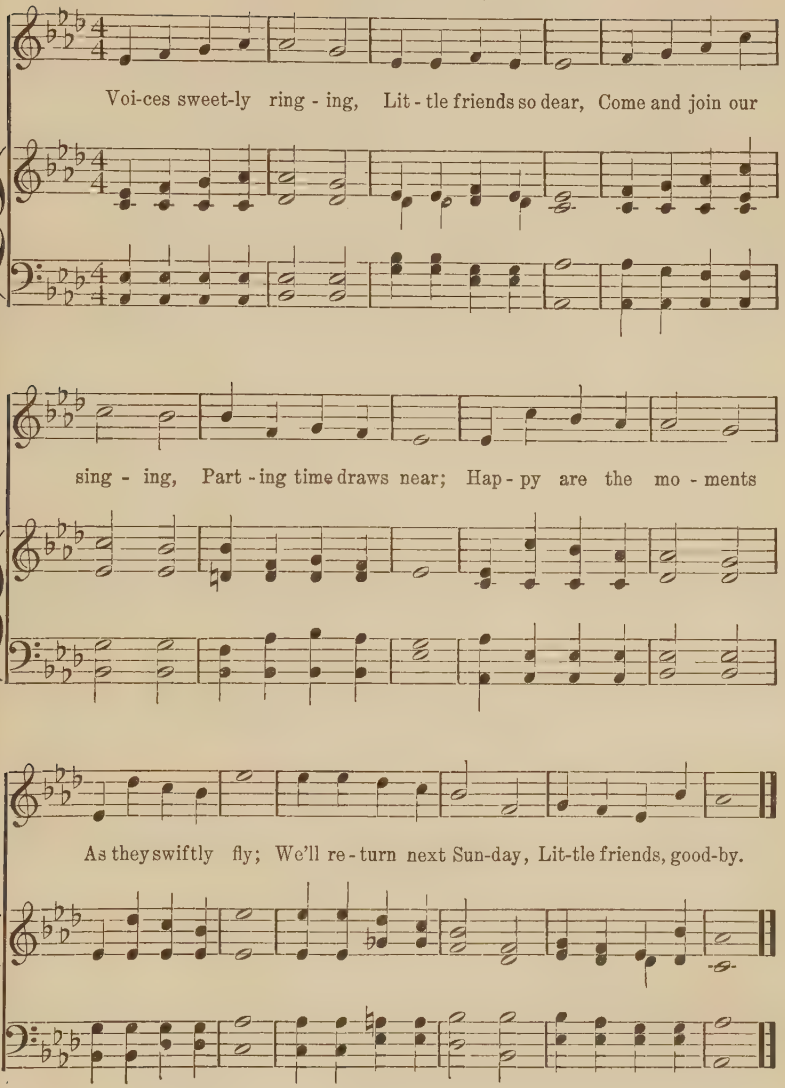
(To be sung by teacher.)

Oh they that sleep shall wake again;
And God is love forever.

(Music: "The Child Jesus Grew.")

NOTE.—See Introduction for Easter Thought.

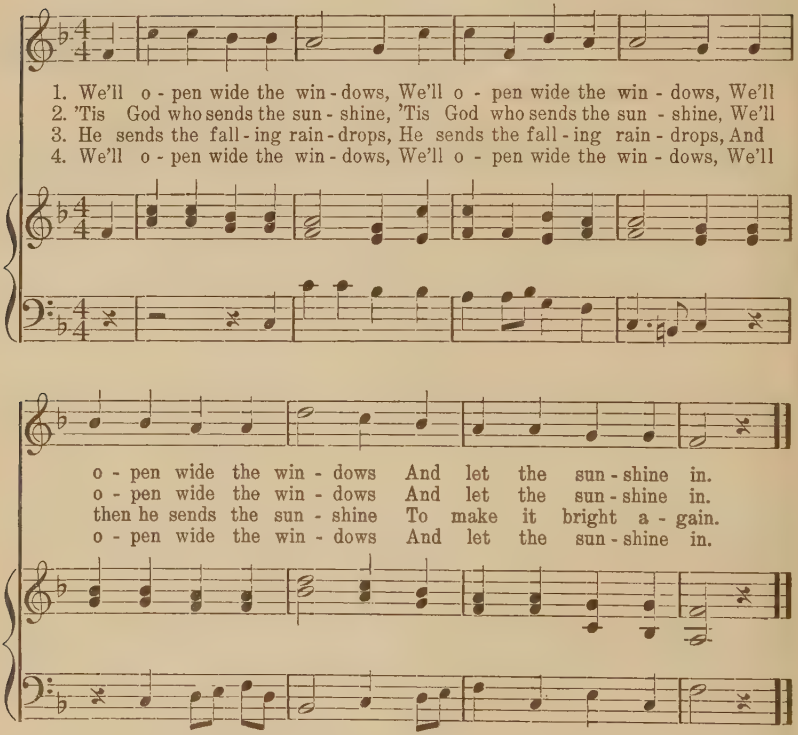
B. M. R. Repose.


Voi-ces sweet-ly ring - ing, Lit - tle friends so dear, Come and join our
sing - ing, Part - ing time draws near; Hap - py are the mo - ments
As they swiftly fly; We'll re - turn next Sun-day, Lit-tle friends, good-by.

## 13 WE'LL OPEN WIDE THE WINDOWS

(Motion Song.)

B. M. R. German Folk Music.


1. We'll o - pen wide the win - dows, We'll o - pen wide the win - dows, We'll
2. 'Tis God who sends the sun - shine, 'Tis God who sends the sun - shine, We'll
3. He sends the fall - ing rain - drops, He sends the fall - ing rain - drops, And
4. We'll o - pen wide the win - dows, We'll o - pen wide the win - dows, We'll
o - pen wide the win - dows And let the sun - shine in.
o - pen wide the win - dows And let the sun - shine in.
then he sends the sun - shine To make it bright a - gain.
o - pen wide the win - dows And let the sun - shine in.

NOTE:—To be sung with motions.

## 14 THE STEEPLE

(Motion Song.)

I see the tall church steeple
Its finger point above,
It says, "Look up, ye people,
For God is love, is love."

I hear the church bells ringing
Up in the steeple tall,
"Come enter in with singing
For God is good to all."

(To be sung to music, "We'll Open Wide the Windows.")

## 15 THANKSGIVING

We thank Thee, Heavenly Father,
For all things great and good;
Oh help Thy little children
To love Thee as they should.

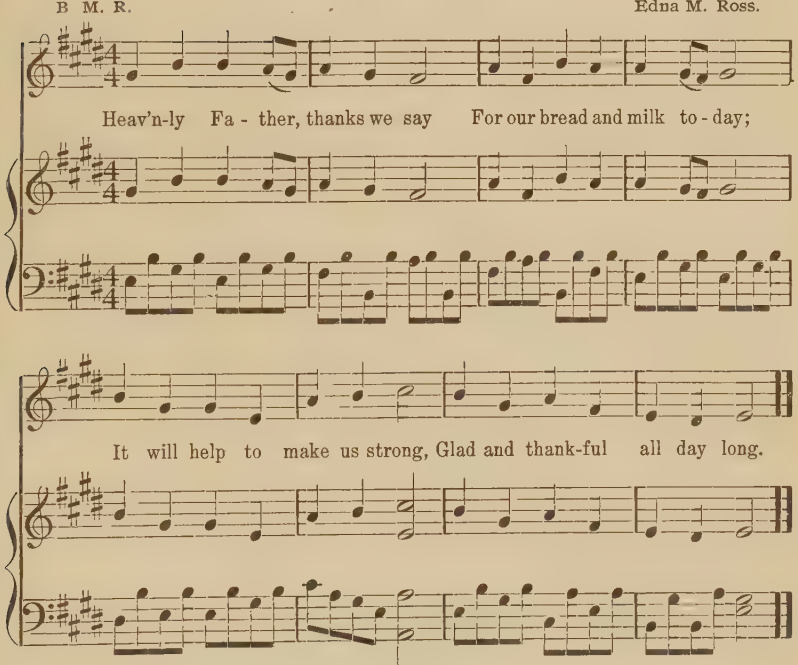
For flowers that blossom gaily,
For happy birds that sing,
For countless gifts that daily
The fruits of autumn bring;

We thank Thee, Heavenly Father,
For all things great and good;
Oh help Thy little children
To love Thee as they should.

(To be sung to music, "We'll Open Wide the Windows.")

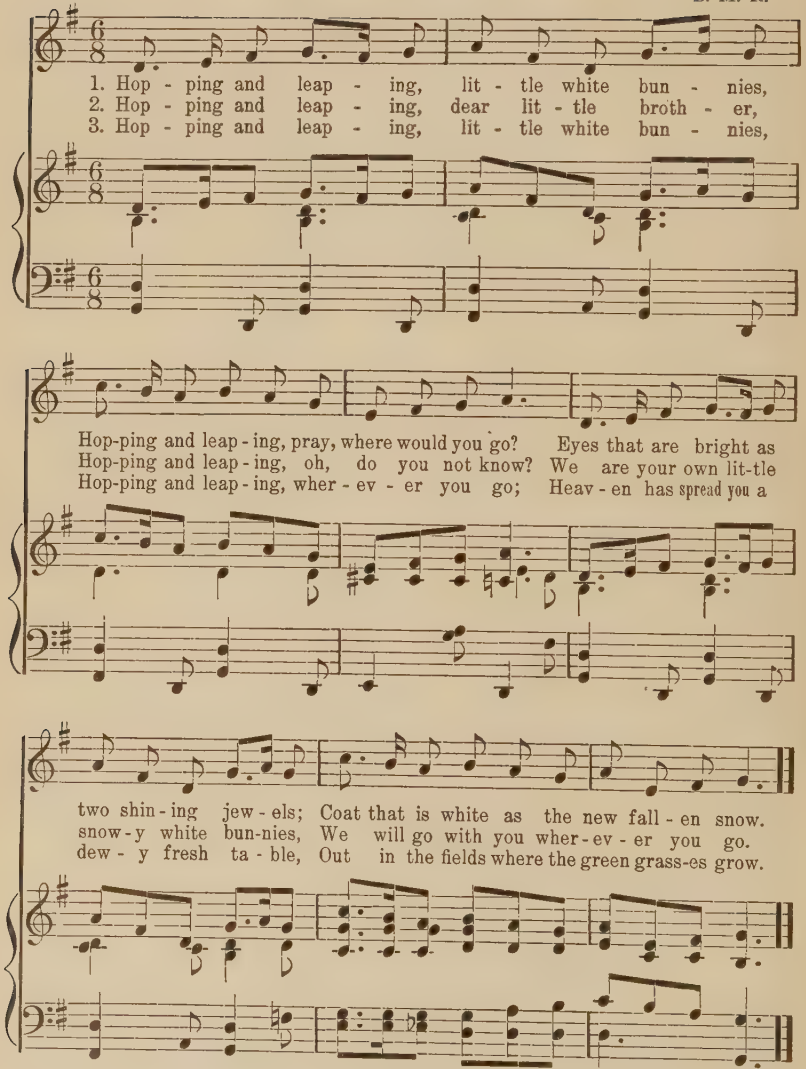
## 16 A CHILD'S GRACE

B M. R. Edna M. Ross.



# BUNNY SONG

(Exercise Song.)

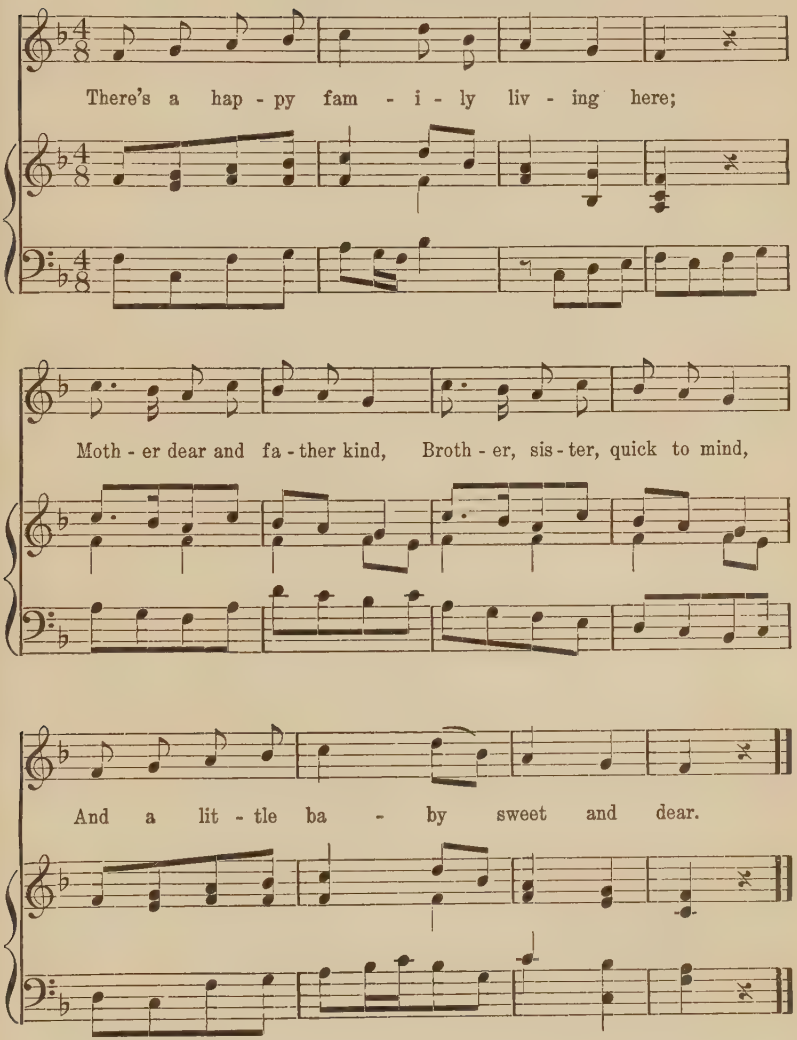
B. M. R. B. M. R.

1. Hop - ping and leap - ing, lit - tle white bun - nies,
2. Hop - ping and leap - ing, dear lit - tle broth - er,
3. Hop - ping and leap - ing, lit - tle white bun - nies,
Hop-ping and leap - ing, pray, where would you go? Eyes that are bright as
Hop-ping and leap - ing, oh, do you not know? We are your own lit-tle
Hop-ping and leap - ing, wher - ev - er you go; Heav - en has spread you a
two shin - ing jew - els; Coat that is white as the new fall - en snow.
snow - y white bun-nies, We will go with you wher - ev - er you go.
dew - y fresh ta - ble, Out in the fields where the green grass-es grow.

NOTE:—Instructions for playing will be found with Lesson XIII.

## FAMILY SONG

(Finger Play.)

B. M. R. German Folk Music. (Adapted.)


There's a hap - py fam - i - ly liv - ing here;
Moth - er dear and fa - ther kind, Broth - er, sis - ter, quick to mind,
And a lit - tle ba - by sweet and dear.

## 19 CHILDREN PLAYING

Happy little children are playing here.
Skipping, skipping, oh such fun!
There is room for everyone.
Happy little children are playing here.

## 20 TO A BIRD

Waken little birdie and sing to me;
Sing to me that sweetest song
You are singing all day long;
Waken little birdie and sing to me.

## 21 CONVERSATION

(With the thought that in conversation we may both talk and listen.)

Listen, little children, and talk with me;
Gentle voices oft can tell
Sweetest stories, know we well;
Listen, little children, and talk with me.

## 22 BIRTHDAY GREETING

Happy, happy birthday we wish to you!
May the days be filled with cheer,
Joy and strength through all the year!
Happy, happy birthday we wish to you!

## 23 NEW YEAR GREETING

Happy, happy New Year we wish to you!
May the days be full of cheer,
Joy and strength through all the year!
Happy, happy New Year we wish to you!

## 24 BLOSSOMS

Pretty little blossoms are waking here.
Growing, growing toward the sun;
There is joy in everyone.
Pretty little blossoms are waking here.

## 25 CHICKENS

Fluffy little chickens are waking here.
Peeping! peeping all the day;
Who can tell us what they say?
Fluffy little chickens are waking here.

## 26 WAKING CHILDREN

Happy little children are waking here.
I can hear them lightly run,
Bearing love to every one;
Happy little children are waking here.

## 27 FAMILY CHRISTMAS SONG

(Finger Play.)

Merry, merry Christmas to Mother dear!
Loving Mother, wise to know
How a little child should grow,
Merry, merry Christmas to Mother dear!

Merry, merry Christmas to Father dear!
Gentle Father, tall and strong,
Working for us all day long,
Merry, merry Christmas to Father dear!

Merry, merry Christmas to Brother dear!
Christmas candles burning bright
Light the Christ Child through the night.
Merry, merry Christmas to Brother dear!

Merry, merry Christmas to Sister dear!
Shining bright the Christmas Star
Sheds its golden beams afar.
Merry, merry Christmas to Sister dear!

Merry, merry Christmas to Baby dear!
Christmas angels whisper low
Of a Christmas long ago.
Merry, merry Christmas to Baby dear!

Merry, merry Christmas we wish to all!
Little children wake to say,
"This is merry Christmas Day."
Merry, merry Christmas we wish to all!

B. M. R.

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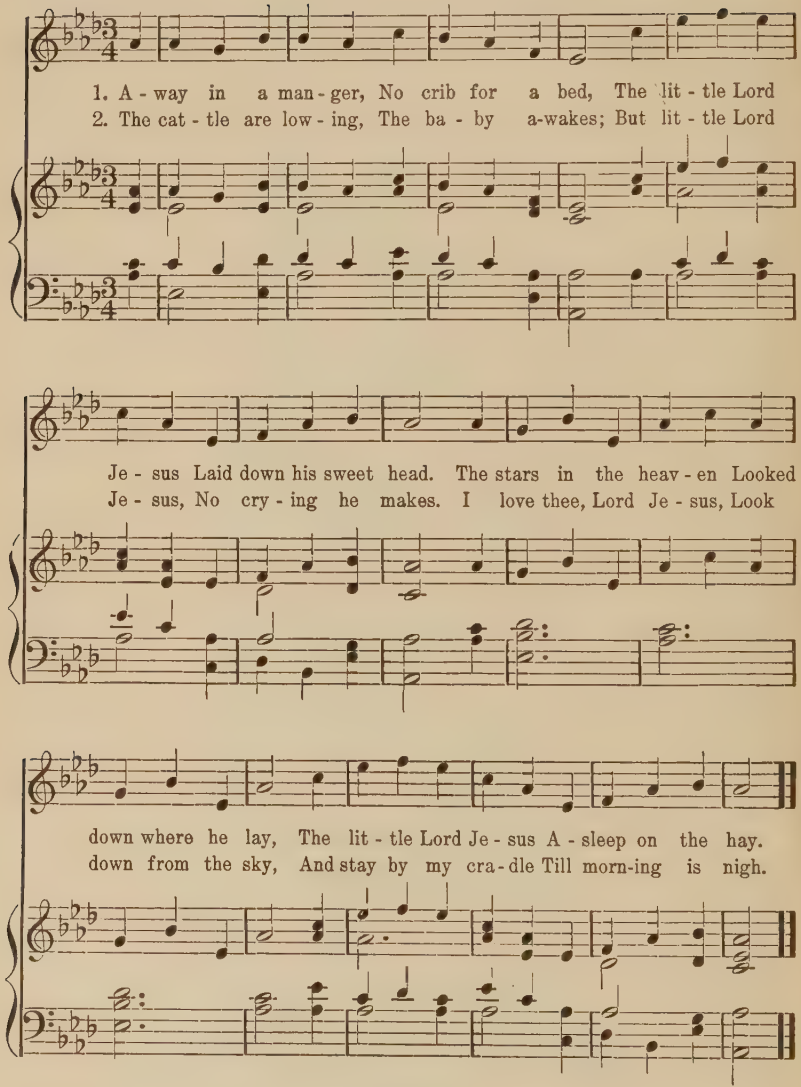
(To be sung to music, "Songs for Occasions.")

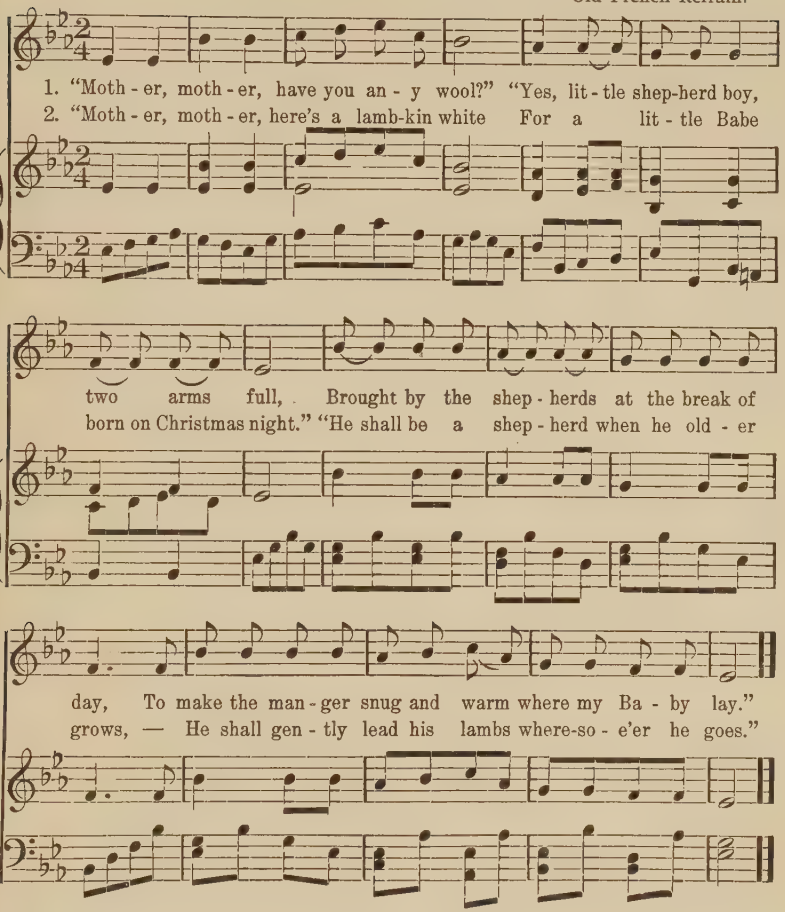
NOTE.—This song may be used as a finger play.

Martin Luther.

1. A - way in a man - ger, No crib for a bed, The lit - tle Lord
2. The cat - tle are low - ing, The ba - by a-wakes; But lit - tle Lord
Je - sus Laid down his sweet head. The stars in the heav - en Looked
Je - sus, No cry - ing he makes. I love thee, Lord Je - sus, Look
down where he lay, The lit - tle Lord Je - sus A - sleep on the hay.
down from the sky, And stay by my cra - dle Till morn-ing is nigh.

## 29 THE SHEPHERD BOY'S GIFT

(To be dramatized and sung as dialogue by children.)

B. M. R. Old French Refrain.

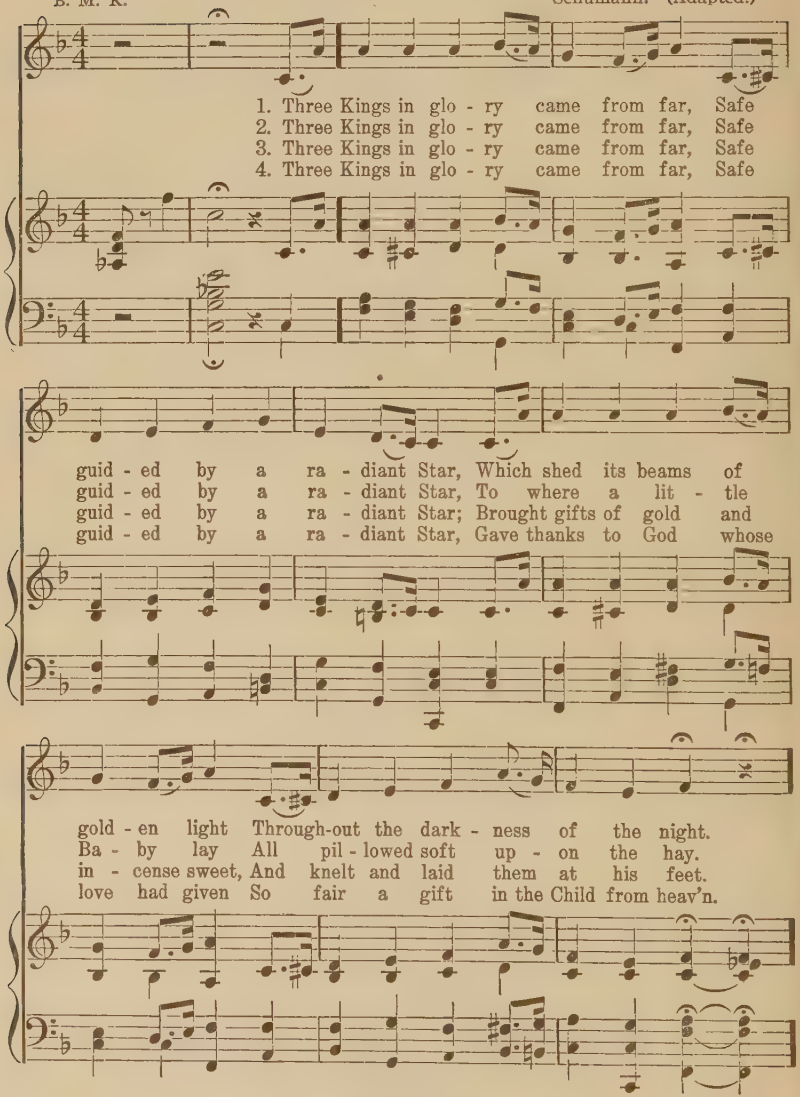

1. "Moth - er, moth - er, have you an - y wool?" "Yes, lit - tle shep-herd boy,
2. "Moth - er, moth - er, here's a lamb-kin white For a lit - tle Babe
two arms full, Brought by the shep - herds at the break of
born on Christmas night." "He shall be a shep - herd when he old - er
day, To make the man - ger snug and warm where my Ba - by lay."
grows, — He shall gen - tly lead his lambs where-so - e'er he goes."

## 30 WOOL

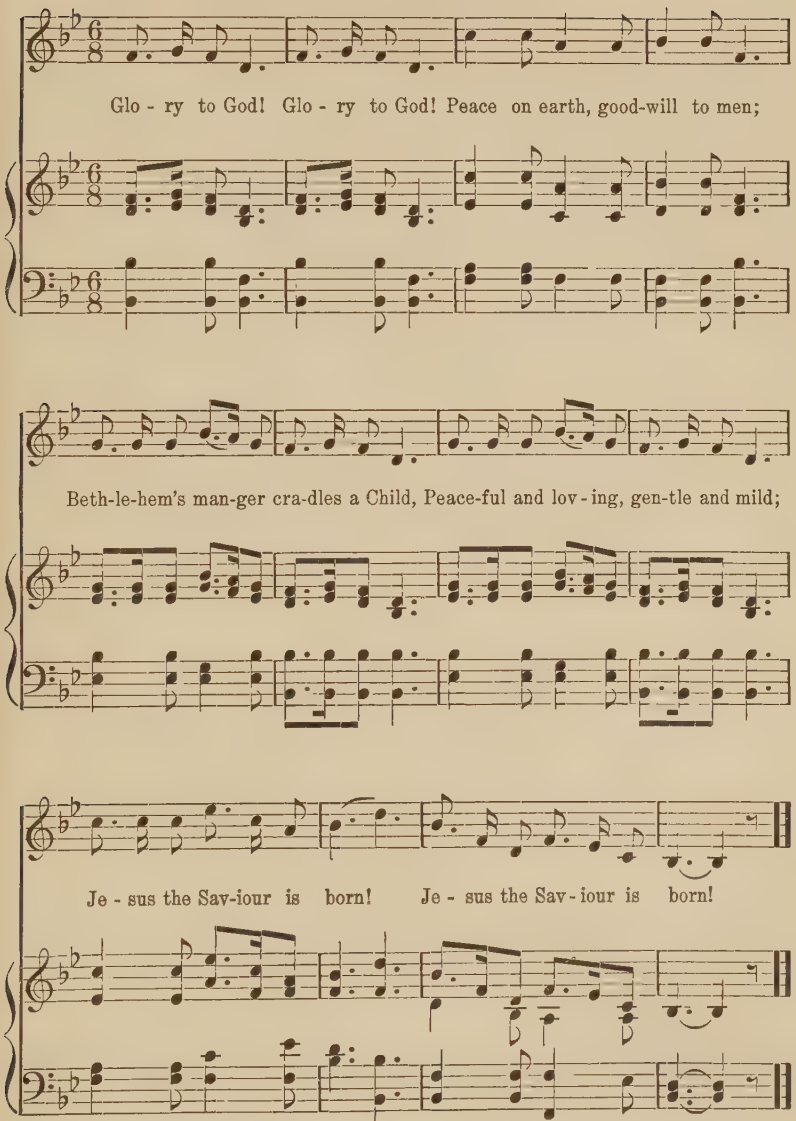
"Mother, Mother, have you any wool?"
"Yes, my little boy, two arms full;
One for my little boy to make a sweater bright,
And one for the baby to wrap her snug and tight."

# 31 THE THREE KINGS

(To be sung by adult during dramatization.)

B. M. R. Schumann. (Adapted.)

1. Three Kings in glo - ry came from far, Safe
2. Three Kings in glo - ry came from far, Safe
3. Three Kings in glo - ry came from far, Safe
4. Three Kings in glo - ry came from far, Safe
guid - ed by a ra - diant Star, Which shed its beams of
guid - ed by a ra - diant Star, To where a lit - tle
guid - ed by a ra - diant Star; Brought gifts of gold and
guid - ed by a ra - diant Star, Gave thanks to God whose
gold - en light Through-out the dark - ness of the night.
Ba - by lay All pil - lowed soft up - on the hay.
in - cense sweet, And knelt and laid them at his feet.
love had given So fair a gift in the Child from heav'n.

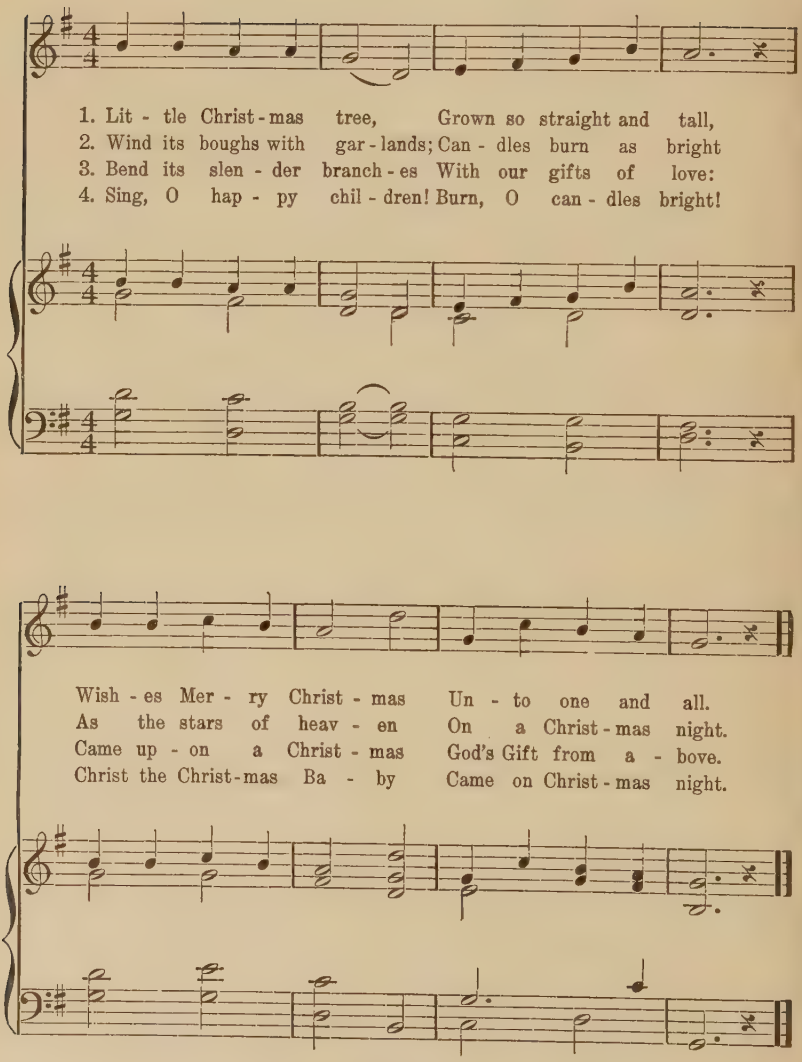
REFRAIN:—*To be sung after third stanza only.*


Glo - ry to God! Glo - ry to God! Peace on earth, good-will to men;
Beth-le-hem's man-ger cra-dles a Child, Peace-ful and lov - ing, gen-tle and mild;
Je - sus the Sav-iour is born! Je - sus the Sav - iour is born!

# LITTLE CHRISTMAS TREE

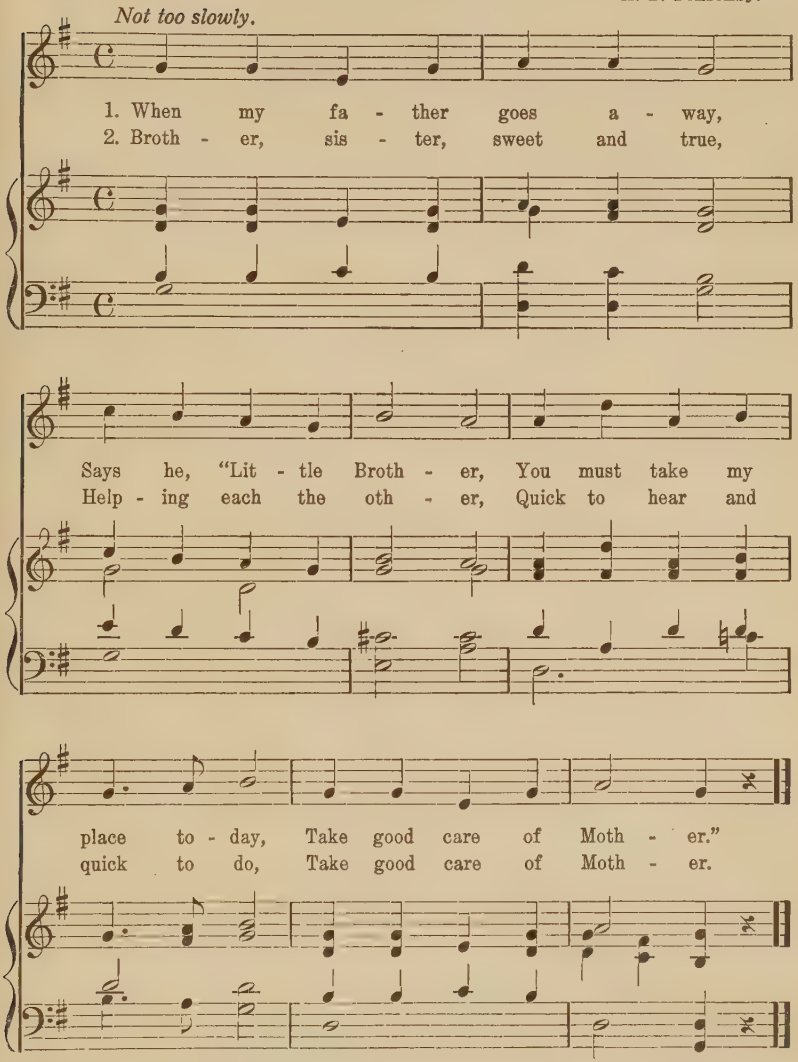
(Motion Song.)

B. M. R.


1. Lit - tle Christ-mas tree, Grown so straight and tall,
2. Wind its boughs with gar-lands; Can - dles burn as bright
3. Bend its slen - der branch-es With our gifts of love:
4. Sing, O hap - py chil - dren! Burn, O can - dles bright!
Wish - es Mer - ry Christ - mas Un - to one and all.
As the stars of heav - en On a Christ-mas night.
Came up - on a Christ - mas God's Gift from a - bove.
Christ the Christ-mas Ba - by Came on Christ-mas night.

## 33 TAKE GOOD CARE OF MOTHER

B. M. R. A. B. Ponsonby.

*Not too slowly.*

1. When my fa - ther goes a - way,
2. Broth - er, sis - ter, sweet and true,
Says he, "Lit - tle Broth - er, You must take my
Help - ing each the oth - er, Quick to hear and
place to - day, Take good care of Moth - er."
quick to do, Take good care of Moth - er.

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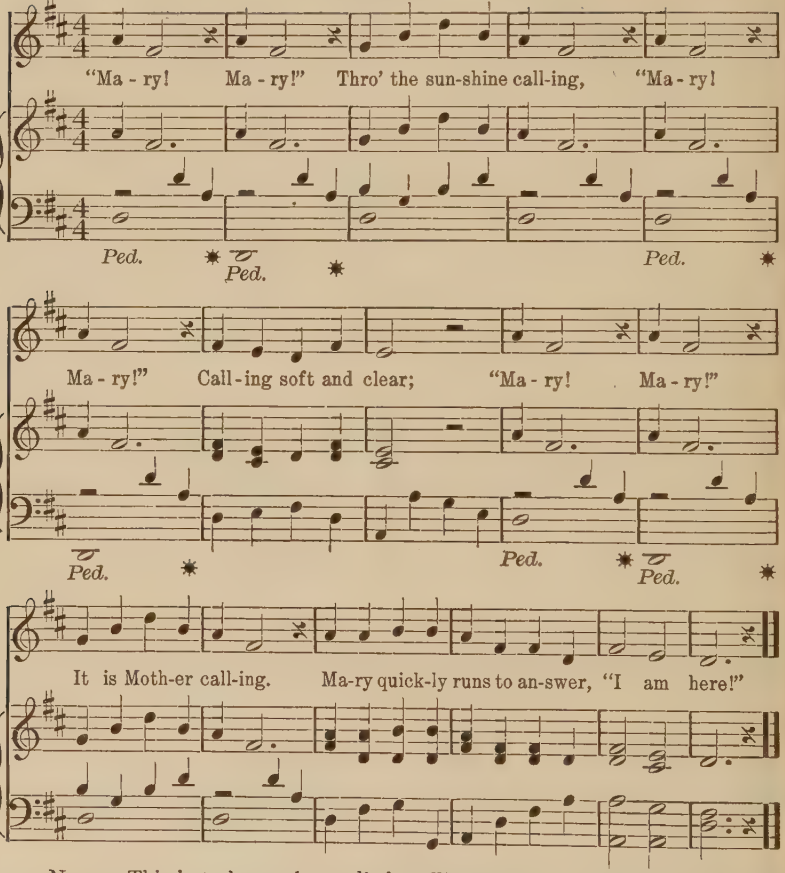
## 34 CALLING

B. M. R. (Play Song.) B. M. R.

"Ma - ry! Ma - ry!" Thro' the sun-shine call-ing, "Ma - ry!
Ped. Ped. Ped.
Ma - ry!" Call - ing soft and clear; "Ma - ry! Ma - ry!"
Ped. Ped. Ped.
It is Moth-er call-ing. Ma-ry quick-ly runs to an-swer, "I am here!"

NOTE.—This is to be used as a little calling game. Teacher, as mother (or mother if occasion offers) sings the name of the child chosen; at the words "quickly runs" the child runs across the room to her and sings the closing words, "I am here!"

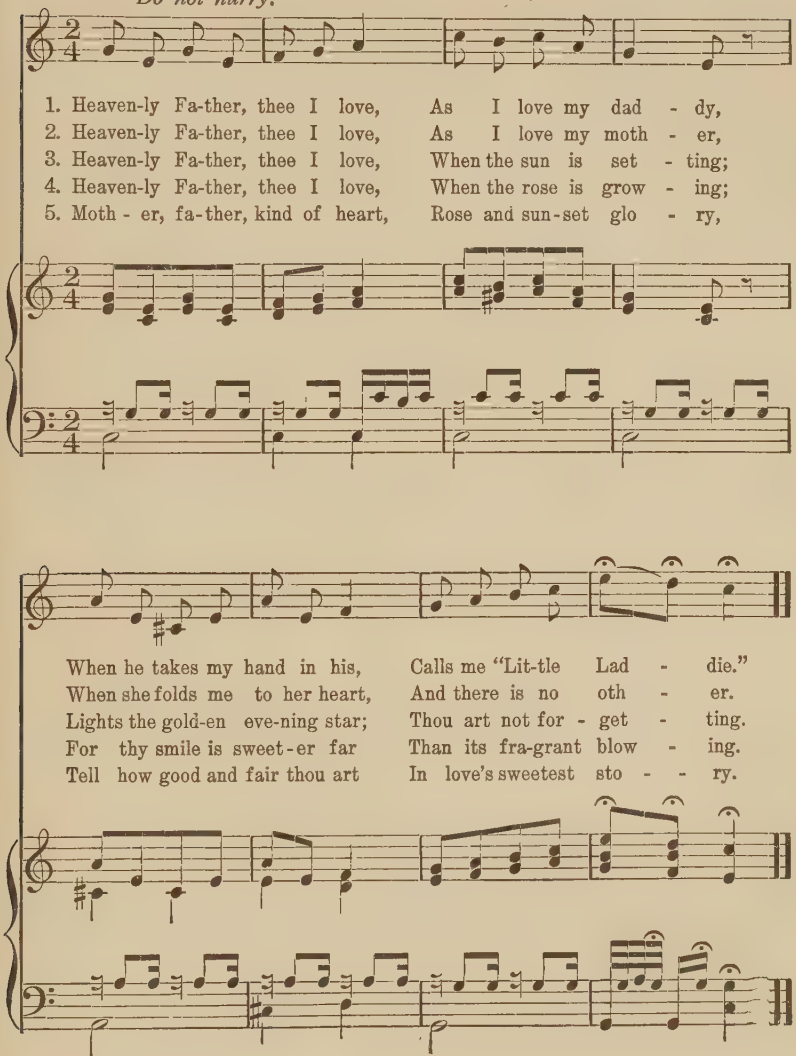
## 35 PUSSY WILLOW

"Willow! Willow!" Through the sunshine calling,
"Willow! Willow!" Piping soft and clear;
"Willow! Willow!" 'Tis the Springtime calling.
Little Pussy Willow answers, "I am here!"

# HEAVENLY FATHER, THEE I LOVE

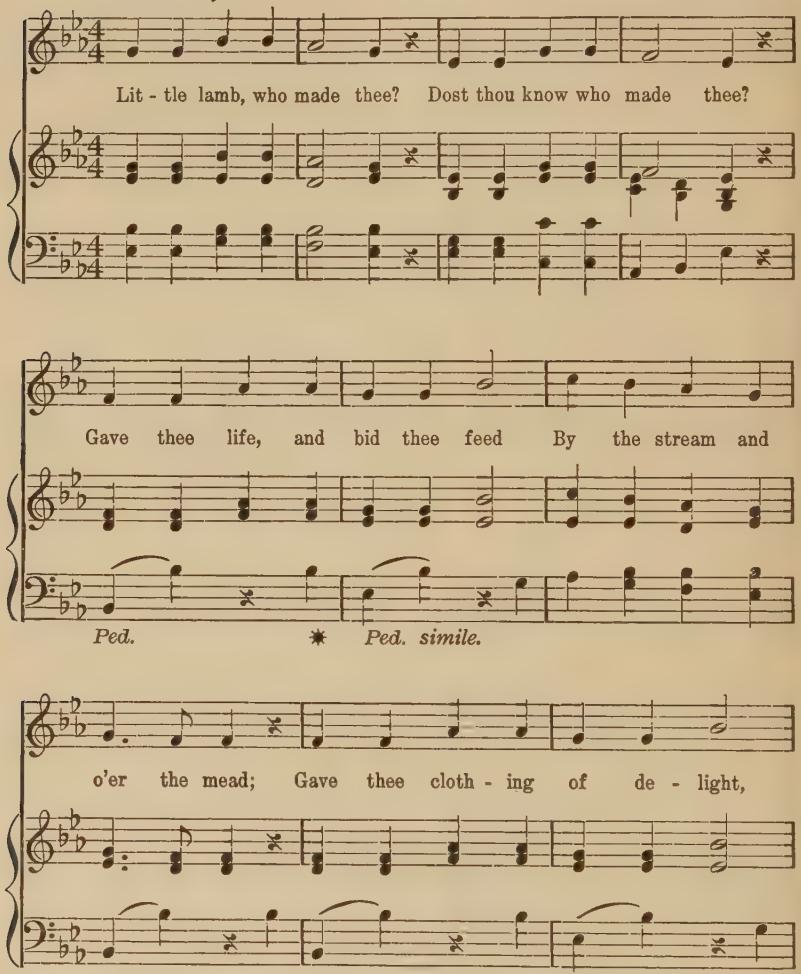
(To be sung to children.)

B. M. R. *Do not hurry.* Mendelssohn.


1. Heaven-ly Fa-ther, thee I love, As I love my dad - dy,
2. Heaven-ly Fa-ther, thee I love, As I love my moth - er,
3. Heaven-ly Fa-ther, thee I love, When the sun is set - ting;
4. Heaven-ly Fa-ther, thee I love, When the rose is grow - ing;
5. Moth - er, fa-ther, kind of heart, Rose and sun-set glo - ry,
When he takes my hand in his, Calls me "Lit-tle Lad - die."
When she folds me to her heart, And there is no oth - er.
Lights the gold-en eve-ning star; Thou art not for - get - ting.
For thy smile is sweet-er far Than its fra-grant blow - ing.
Tell how good and fair thou art In love's sweetest sto - - ry.

## 37 LITTLE LAMB, WHO MADE THEE?

William Blake. Grace Wilbur Conant.

*Not too slowly.*

Lit - tle lamb, who made thee? Dost thou know who made thee?
Gave thee life, and bid thee feed By the stream and
Ped. * Ped. simile.
o'er the mead; Gave thee cloth - ing of de - light,

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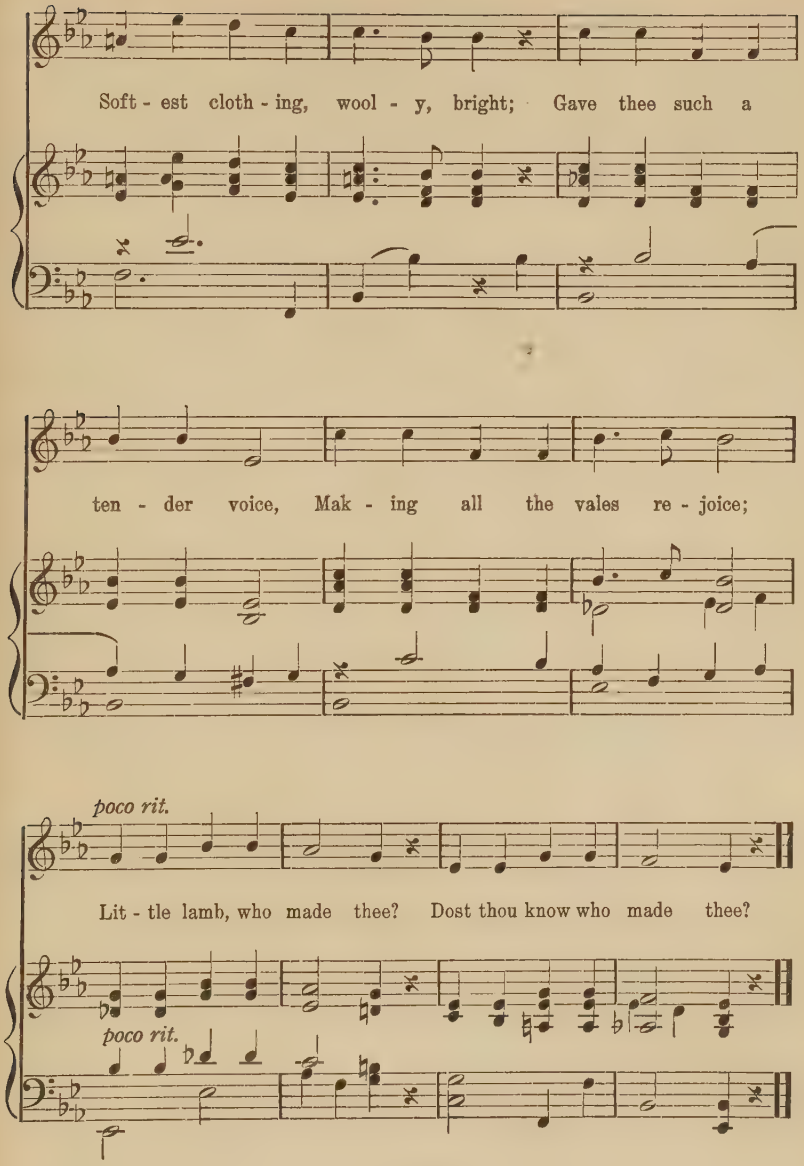
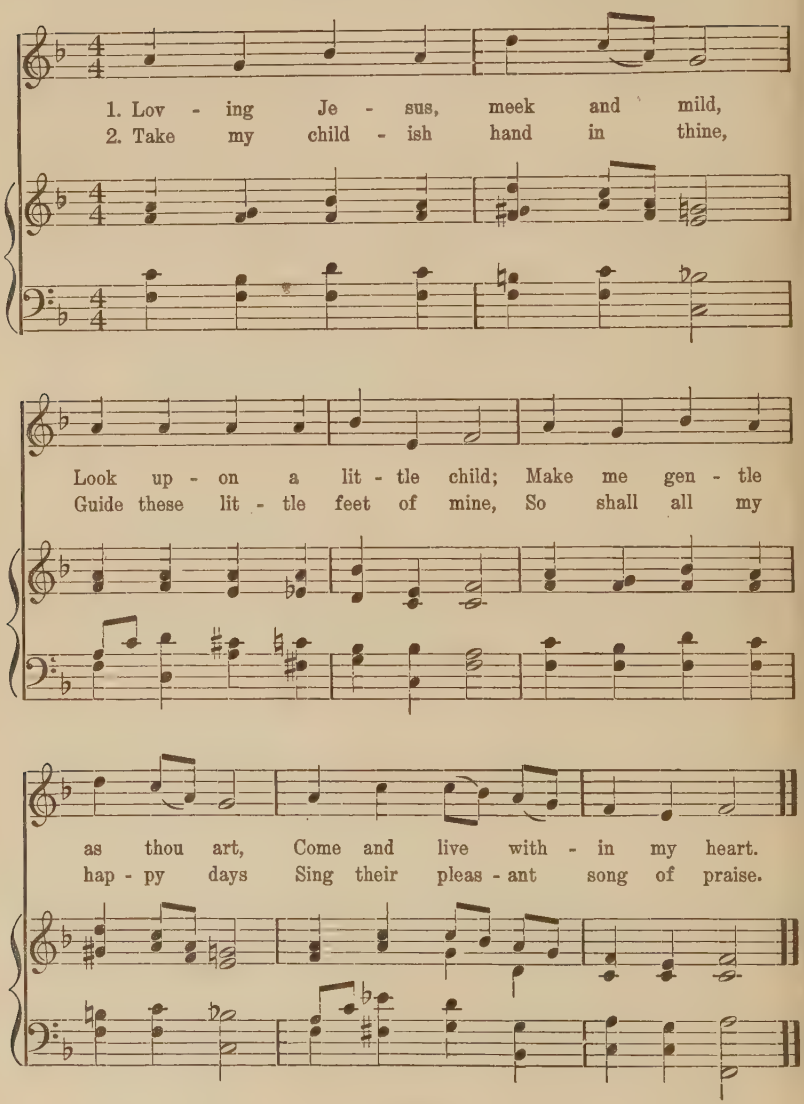
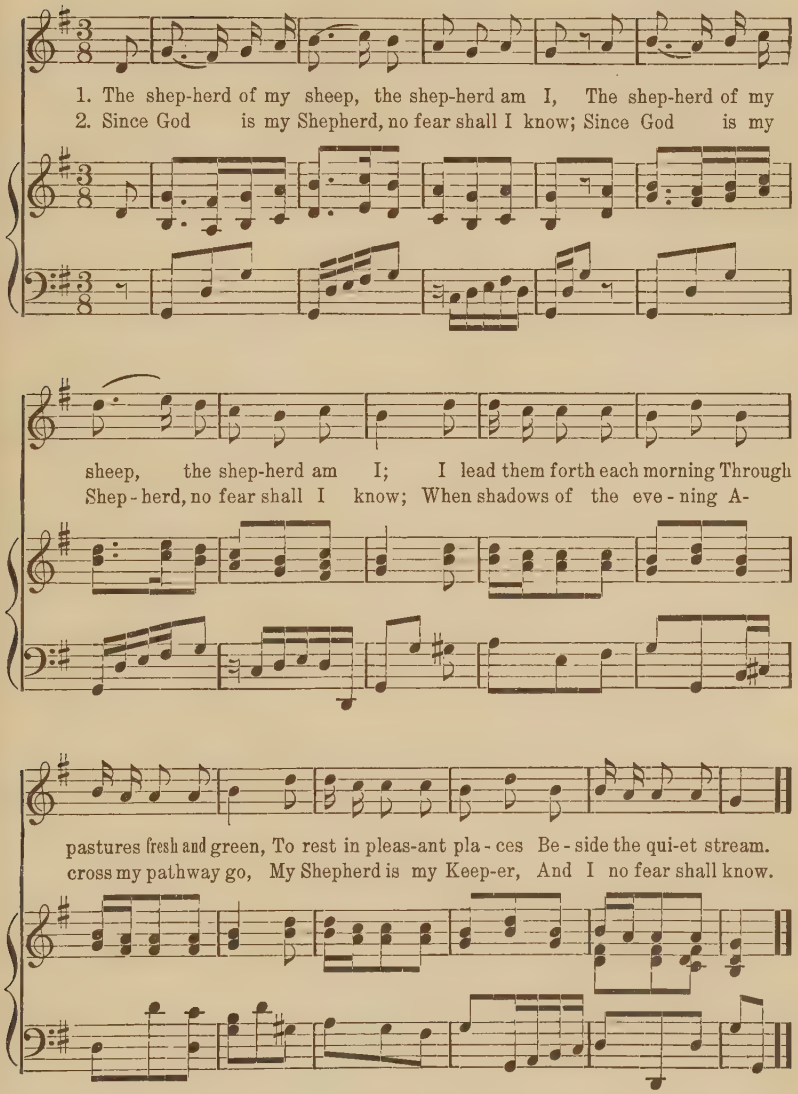
NOTE:—To be sung by teacher during dramatization of Lamb and Shepherd.


Soft - est cloth - ing, wool - y, bright; Gave thee such a
ten - der voice, Mak - ing all the vales re - joice;
poco rit.
Lit - tle lamb, who made thee? Dost thou know who made thee?
poco rit.

1. Lov - ing Je - sus, meek and mild,
2. Take my child - ish hand in thine,
Look up - on a lit - tle child; Make me gen - tle
Guide these lit - tle feet of mine, So shall all my
as thou art, Come and live with - in my heart.
hap - py days Sing their pleas - ant song of praise.

## 39 DAVID'S SONG

(Sung by teacher during dramatization.)

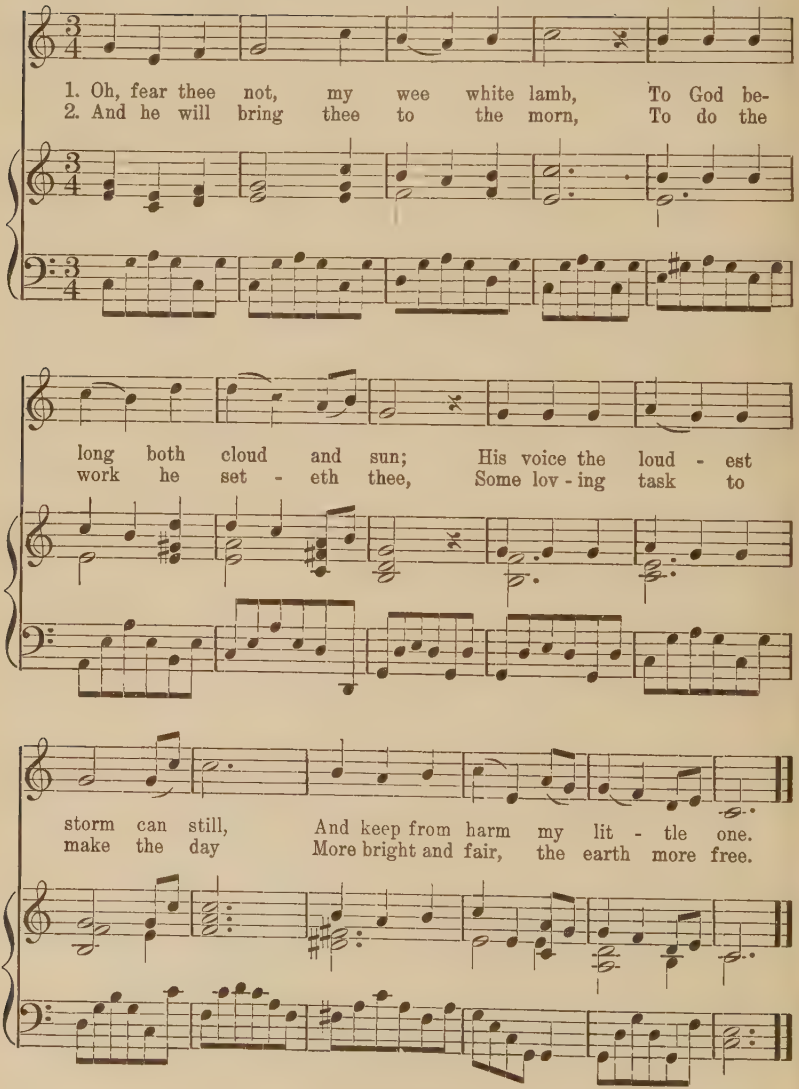
B. M. R. Old Folk Song.


1. The shep-herd of my sheep, the shep-herd am I, The shep-herd of my
2. Since God is my Shepherd, no fear shall I know; Since God is my
sheep, the shep-herd am I; I lead them forth each morning Through
Shep - herd, no fear shall I know; When shadows of the eve - ning A-
pastures fresh and green, To rest in pleas-ant pla - ces Be - side the qui-et stream.
cross my pathway go, My Shepherd is my Keep-er, And I no fear shall know.

# A LULLABY

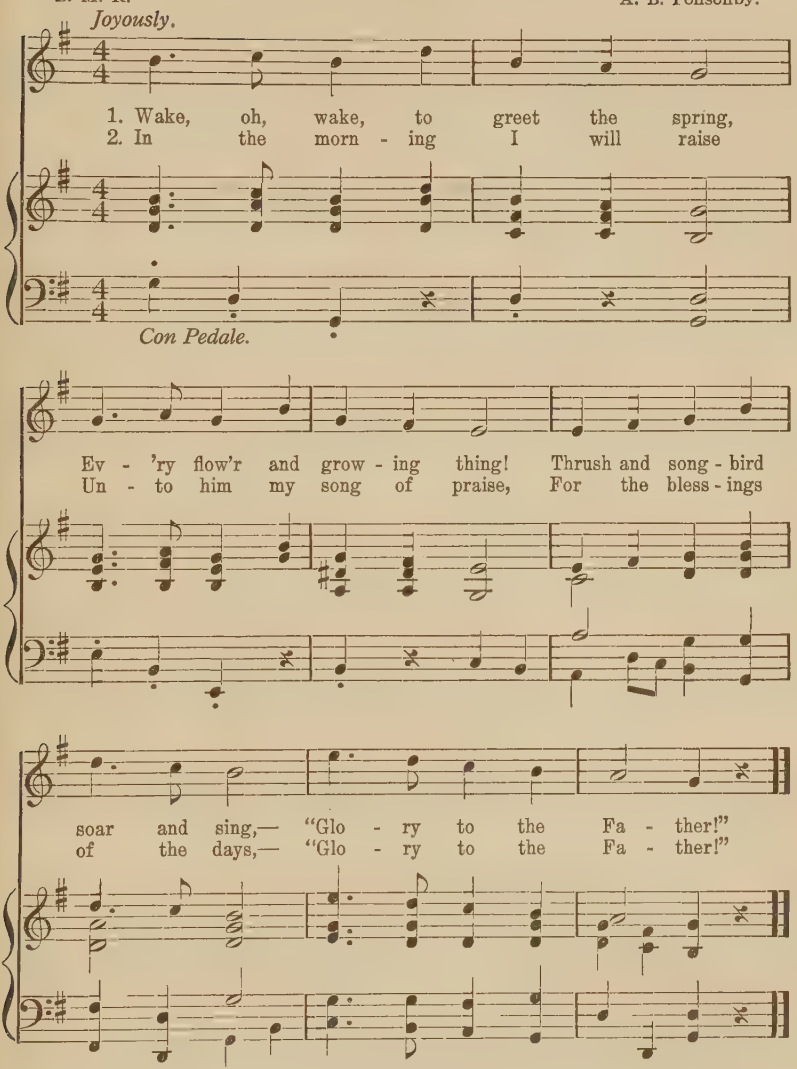
(To be sung to children.)

B. M. R. Old Folk Music.


1. Oh, fear thee not, my wee white lamb, To God be-
2. And he will bring thee to the morn, To do the
long both cloud and sun; His voice the loud - est
work he set - eth thee, Some lov - ing task to
storm can still, And keep from harm my lit - tle one.
make the day More bright and fair, the earth more free.

## 41 SPRING SONG OF PRAISE

B. M. R. A. B. Ponsonby.


Joyously.
1. Wake, oh, wake, to greet the spring,
2. In the morn - ing I will raise
Con Pedale.
Ev - 'ry flow'r and grow - ing thing! Thrush and song - bird
Un - to him my song of praise, For the bless - ings
soar and sing,— "Glo - ry to the Fa - ther!"
of the days,— "Glo - ry to the Fa - ther!"

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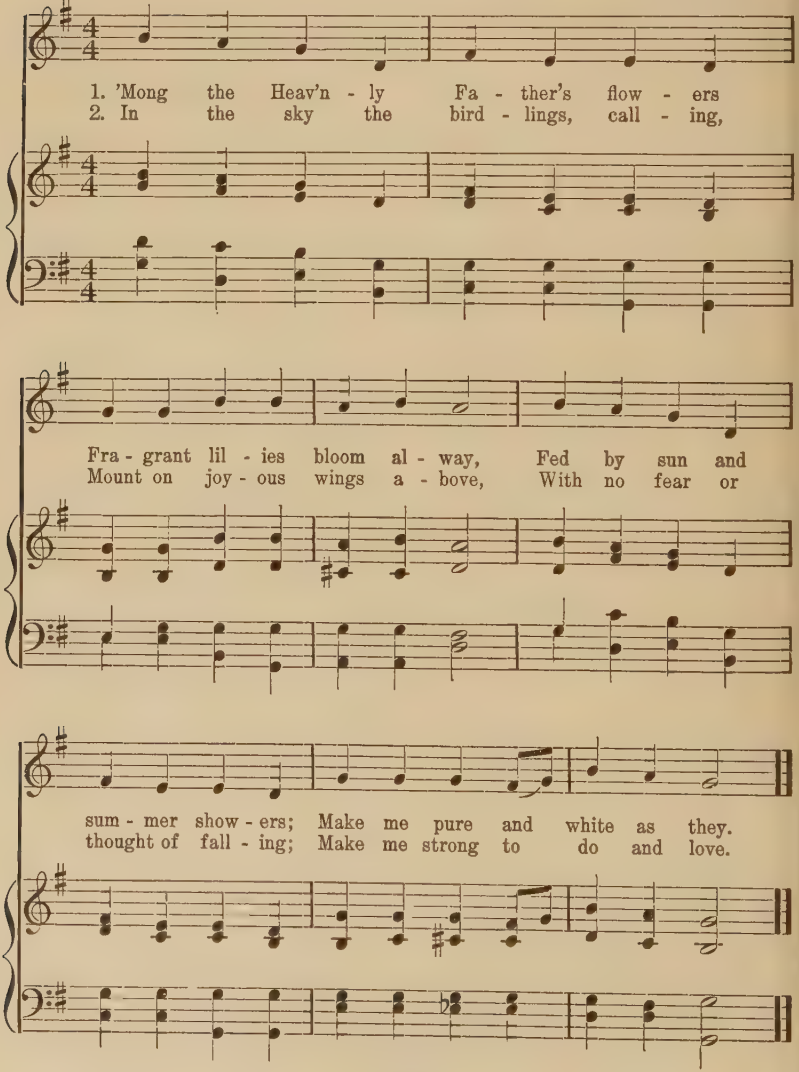
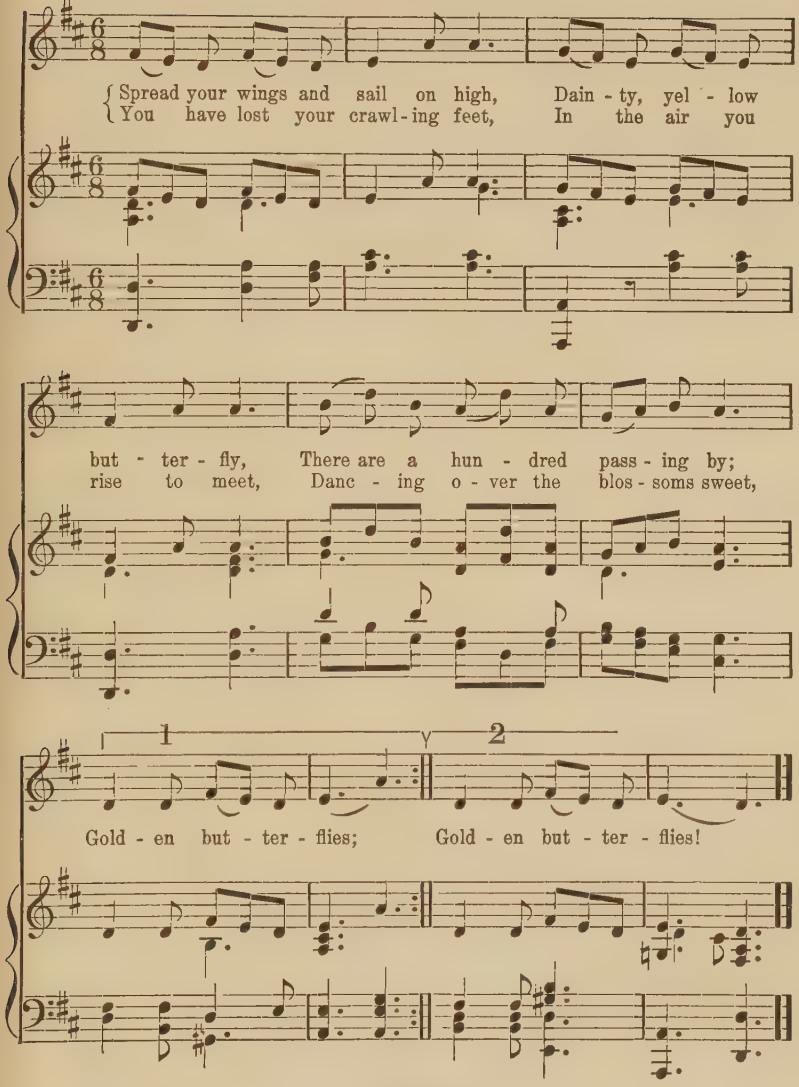
## 42 'MONG THE HEAVENLY FATHER'S FLOWERS

(Quiet music to be sung by teacher during passing of flower.)

B. M. R. Brockelsbury.

1. 'Mong the Heav'n - ly Fa - ther's flow - ers
2. In the sky the bird - lings, call - ing,
Fra - grant lil - ies bloom al - way, Fed by sun and
Mount on joy - ous wings a - bove, With no fear or
sum - mer show - ers; Make me pure and white as they.
thought of fall - ing; Make me strong to do and love.

# BUTTERFLIES

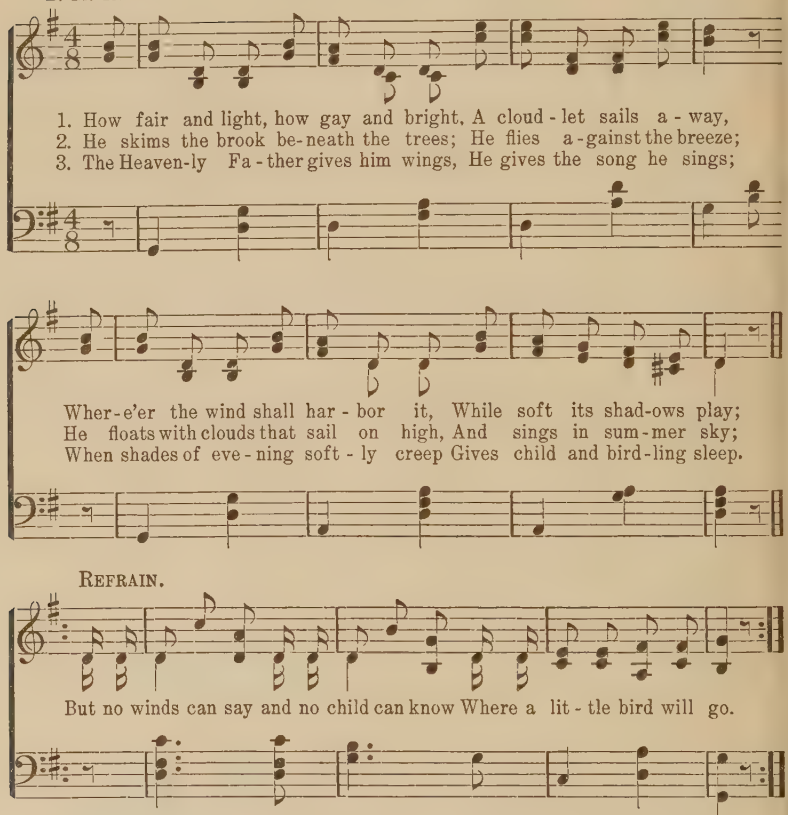
(Exercise Song. To be sung by teacher.)

B. M. R. B. M. R.

Spread your wings and sail on high, Dain - ty, yel - low
You have lost your crawl - ing feet, In the air you
but - ter - fly, There are a hun - dred pass - ing by;
rise to meet, Danc - ing o - ver the blos - soms sweet,
1
2
Gold - en but - ter - flies; Gold - en but - ter - flies!

## 44 BIRD SONG

(Exercise Song. To be sung by teacher.)

B. M. Rhodes. Old Folk Music.


1. How fair and light, how gay and bright, A cloud-let sails a-way,
2. He skims the brook be-neath the trees; He flies a-gainst the breeze;
3. The Heaven-ly Fa-ther gives him wings, He gives the song he sings;
Wher-e'er the wind shall har-bor it, While soft its shad-ows play;
He floats with clouds that sail on high, And sings in sum-mer sky;
When shades of eve-ning soft-ly creep Gives child and bird-ling sleep.
REFRAIN.
But no winds can say and no child can know Where a lit-tle bird will go.

Words from *Kindergarten and First Grade.* Published by Milton Bradley Co. Used by permission.

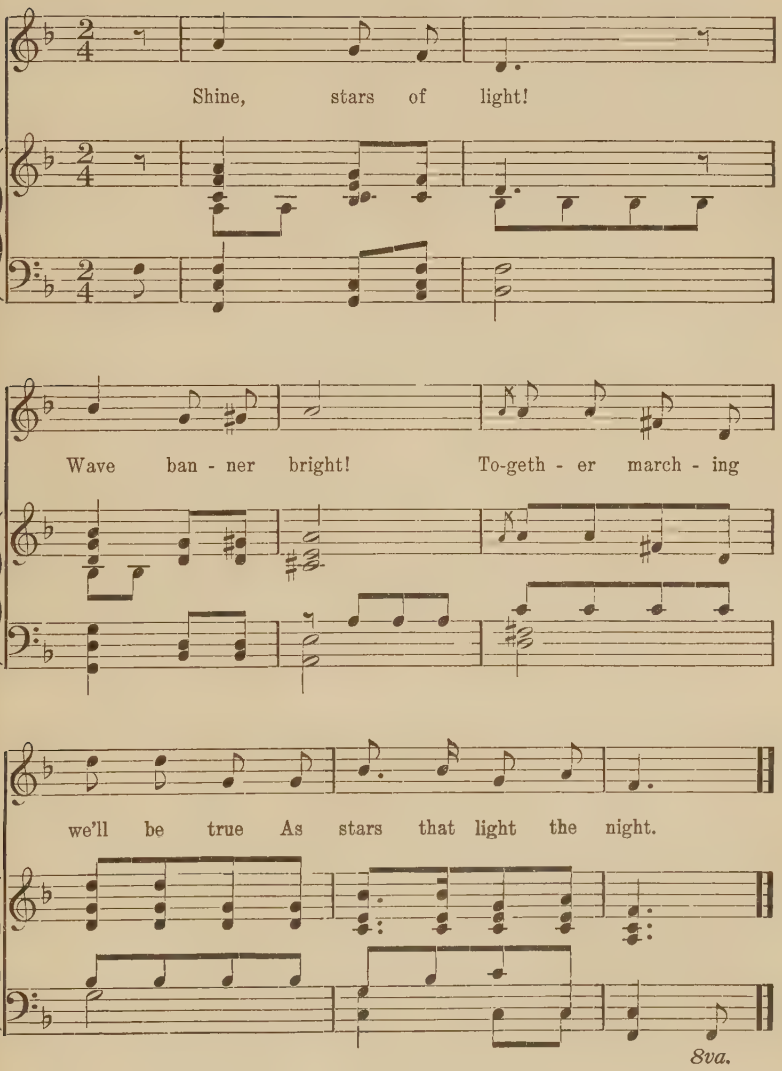
## 45 THE DOVE

How gay and bright, how fair and light,
My little homing-dove
Flies over vale and mountain height
With a message sweet with love;
"Coo-oo! Coo-oo!"
Says my little homing-dove.

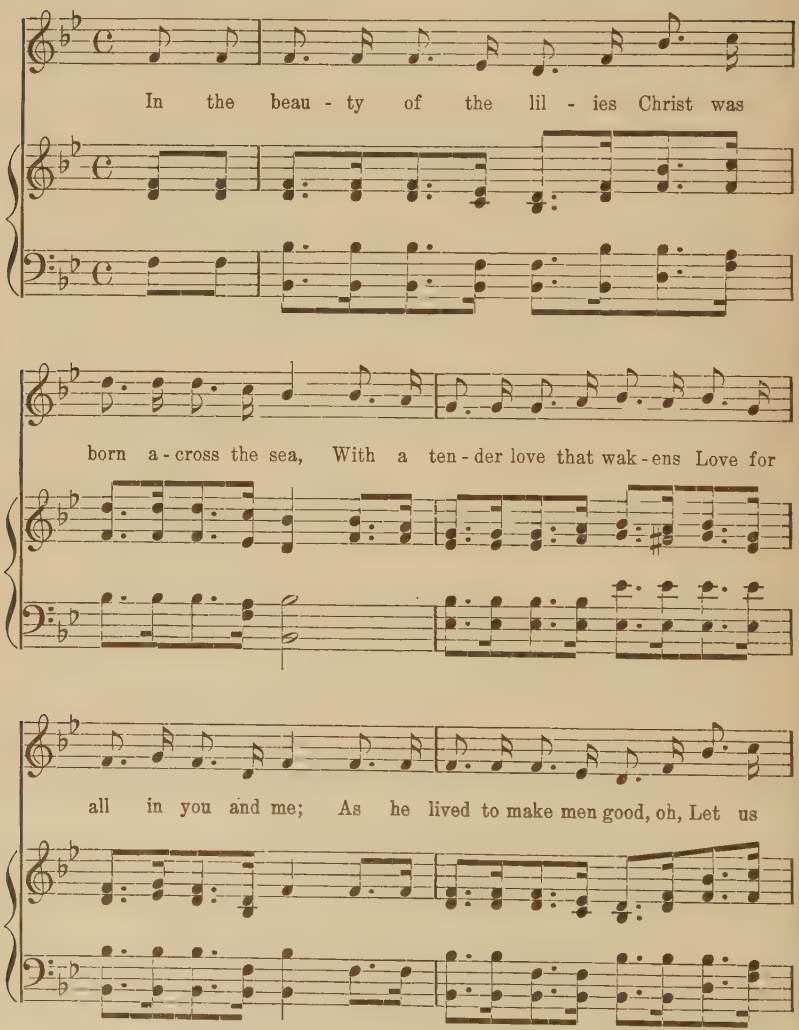
B. M. R.

# FLAG SONG

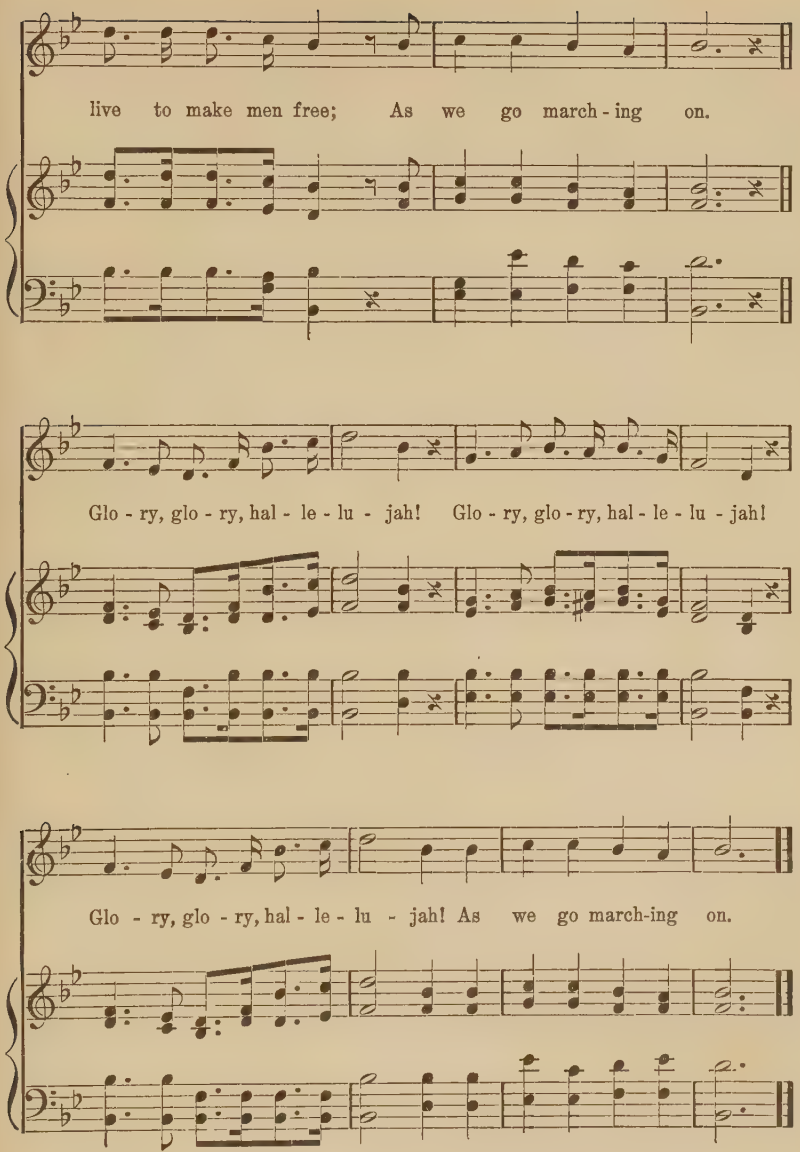
(To be sung with waving of flag.)

B. M. R. R. Schumann. (Adapted.)

# BATTLE HYMN

**(Stanza to be sung by the teacher during march with flags.)**

Words adapted.

In the beau - ty of the lil - ies Christ was
born a - cross the sea, With a ten - der love that wak - ens Love for
all in you and me; As he lived to make men good, oh, Let us

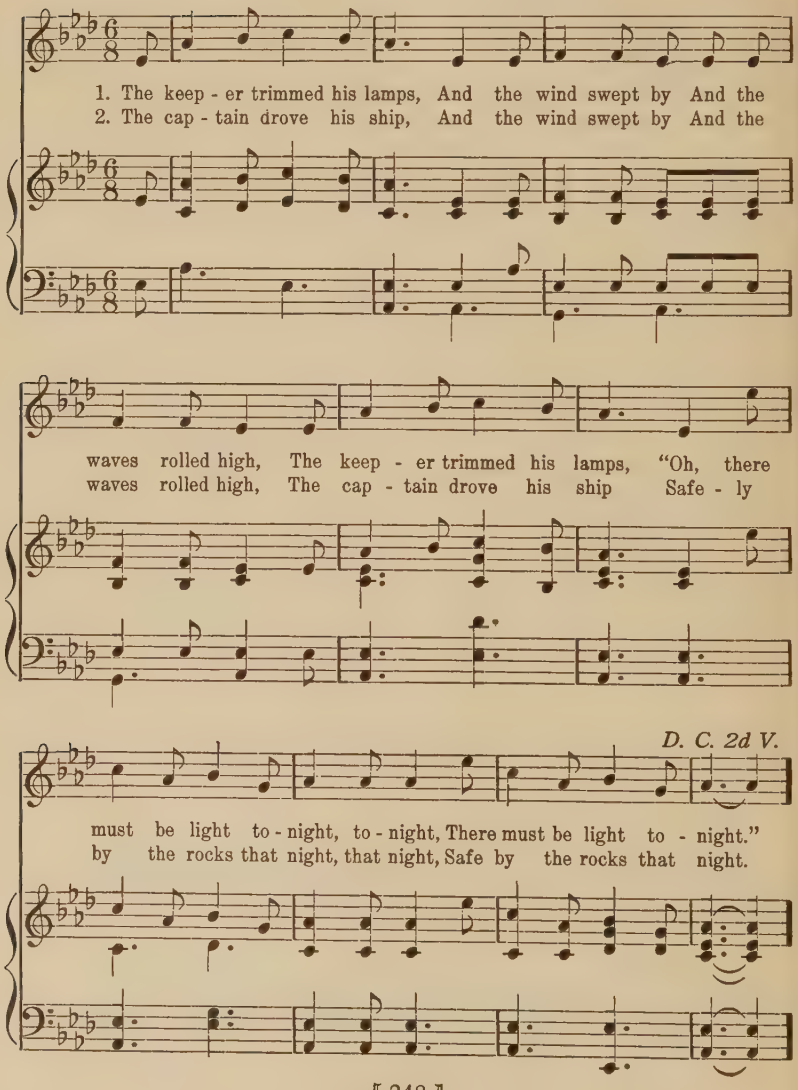
NOTE:—The words have been simplified so that they may be used by the children who love its beauty.

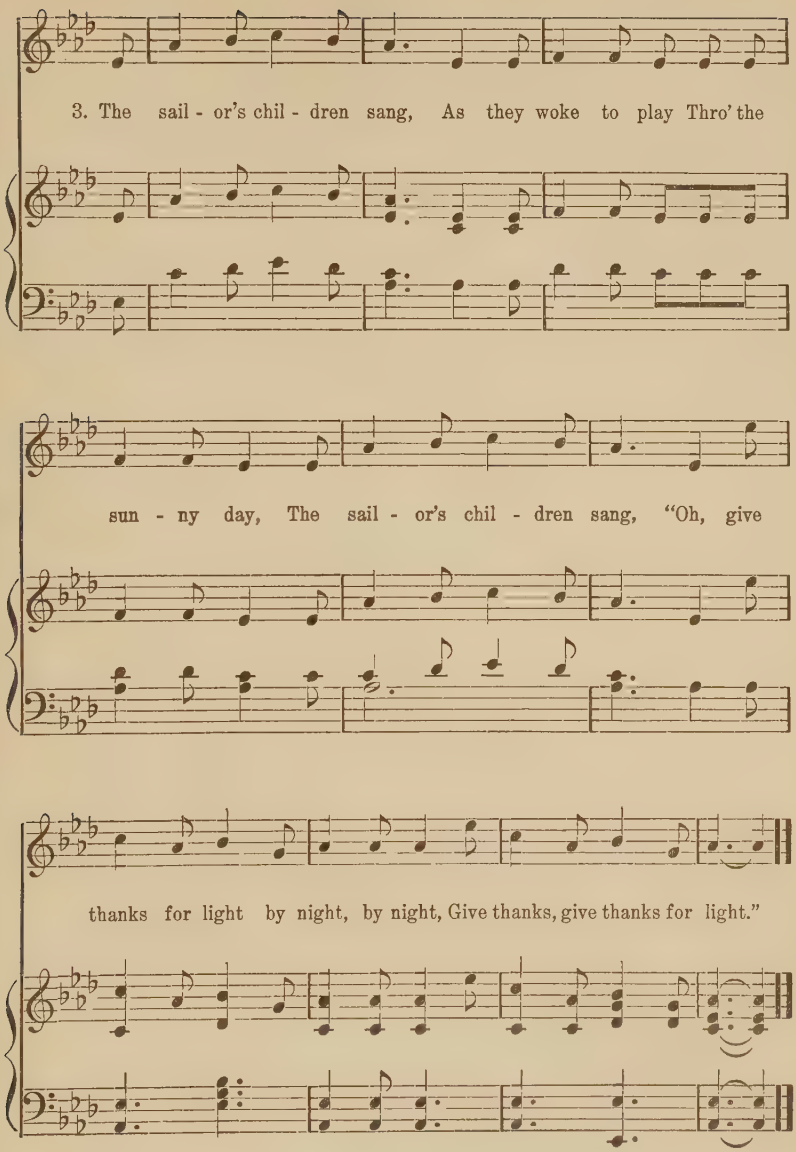

live to make men free; As we go march - ing on.
Glo - ry, glo - ry, hal - le - lu - jah! Glo - ry, glo - ry, hal - le - lu - jah!
Glo - ry, glo - ry, hal - le - lu - jah! As we go march-ing on.

# THE LIGHT HOUSE

(To be sung by teacher as dramatized by children.)

B. M. R. French Folk Song. (Adapted.)


1. The keep - er trimmed his lamps, And the wind swept by And the
2. The cap - tain drove his ship, And the wind swept by And the
waves rolled high, The keep - er trimmed his lamps, "Oh, there
waves rolled high, The cap - tain drove his ship Safe - ly
D. C. 2d V.
must be light to - night, to - night, There must be light to - night."
by the rocks that night, that night, Safe by the rocks that night.


3. The sail - or's chil - dren sang, As they woke to play Thro' the
sun - ny day, The sail - or's chil - dren sang, "Oh, give
thanks for light by night, by night, Give thanks, give thanks for light."

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PRINTED IN THE U.S.A.

# THE CONSTRUCTIVE STUDIES

THE Constructive Studies comprise volumes suitable for all grades, from kindergarten to adult years, in schools or churches. In the production of these studies the Editors and authors have sought to embody not only their own ideals but the best product of the thought of all who are contributing to the theory and practice of modern religious education. They have had due regard for fundamental principles of pedagogical method, for the results of the best modern biblical scholarship, and for those contributions to religious education which may be made by the use of a religious interpretation of all life-processes, whether in the field of science, literature, or social phenomena.

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## KINDERGARTEN

***Religion in the Kindergarten*** (Bertha Marilda Rhodes). Designed as an aid in presenting religion to little children in a concrete, simple, and dramatic way. The Teacher's Manual is to be used with envelopes of pictures for the children.

***The Sunday Kindergarten: Game, Gift, and Story*** (Carrie S. Ferris). Every lesson has its story, its games, and its appropriate table-work, all centering around a religious theme, with songs with music for each lesson. Illustrated story leaflets assist in centering attention on the religious theme.

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***Child Religion in Song and Story.*** Book I. ***The Child in His World.*** Book II. ***Walks with Jesus in His Home Country*** (Georgia L. Chamberlin and Mary Root Kern). Each volume contains fifty songs with music, many texts of Scripture set to music, carefully arranged orders of service, stories and directions for story building, prayers, texts—all arranged in groups about ethical and religious ideas. For each child there is provided a series of leaflets forming a loose-leaf notebook, accompanied by crayons, pencils, pictures, songs, and poems.

***Stories of Shepherd Life*** (Elizabeth Miller Lobingier). A project of thirty-six lessons built around the life-activities of the early Hebrew shepherds. Gives the child many opportunities for drawing, making notebooks, sand-table work, dramatization, modeling, weaving, spinning, collecting, construction, etc. Teacher's Manual and materials for pupil.

***Hebrew Home Life and Festivals*** (Elizabeth Miller Lobingier). A single project based on factual material and designed to follow *Stories of Shepherd Life*. There is a children's reader with many illustrations in color and a Teacher's Manual.

## JUNIOR

***An Introduction to the Bible for Teachers of Children*** (Georgia L. Chamberlin). ***The Books of the Holy Bible.*** The Bible contains many interesting stories and presents inspiring characters which are, however, buried in the midst of much that would not interest children. To help them to find these heroic stories, thus making the Bible to them a living book, is the author's purpose here. The story method is employed throughout, with the Bible in the hands of the children.

***The Life of Jesus*** (Herbert W. Gates). In the fifth grade the children are offered a graphic, accurate, and well-selected arrangement of the life of Jesus from the point of view of Jesus as a hero. Every phase of his life calculated to inspire youth to Christian living is presented. Through the Notebook and the wealth of pictures, maps, and other illustrative materials furnished with it, the pupil completes and illustrates each of the chapters in the life of Jesus.

## JUNIOR HIGH SCHOOL

***Paul of Tarsus*** (Louise Warren Atkinson). Paul was a great hero. Most people know him only as a theologian. His life presents miracles of courage, struggle, loyalty, and self-abnegation. This book is intended to help the pupil to see such a man. It is a study of the boy Paul in his home, his student life, his Roman and Jewish surroundings, and, later, as the hero in the great ambitions and enterprises through which he worked for the spread of the religion of Jesus. The Notebook and Homework Book are admirable helps for the pupil.

***Heroes of Israel*** (Theodore G. Soares). This book is an excellent illustration of the process of conserving the religious values of the Old Testament as pupils advance in years. Each story contributes its ethical message. The full text of the stories is included in the pupil's book. The Teacher's Manual contains carefully prepared suggestions for the preparation and presentation of each lesson. The Pupil's Text presents the biblical material, retells the hero stories, and raises questions for class discussion.

***Right Living: A Discussion Course for Boys and Girls*** (Maurice J. Neuberg). That character may be scientifically developed is the principle underlying *Right Living*, a discussion course for seventh- and eighth-grade boys and girls. The

author has gathered nearly a thousand problems or life-situations which early adolescents face. The most prominent and crucial of these are presented here to the boys and girls in a manner and vocabulary adapted to their interests and needs. Biblical studies, references to general literature, and games and other character-building activities for motivating the studies are suggested.

## SENIOR HIGH SCHOOL

### Biblical Courses

***The Life of Christ*** (Isaac B. Burgess). Although intended for pupils of high-school age, and emphasizing those aspects of the life of Jesus which would most interest boys and girls who are beginning to think for themselves in religious matters, this book may be used as a basis for the study of the life of Christ for even older pupils. This study provides for a thorough and constructive type of work. The aim has been to enrich the religious life through a closer and deeper knowledge of the life of Jesus.

***The Hebrew Prophets or Patriots and Leaders of Israel*** (Georgia L. Chamberlin). Many people who are interested in the work of boys and girls of high-school age have come to believe that the problems which the Prophets faced, and their manner of meeting those problems, provide the best material through which to approach moral, civic, and social situations in our own day.

***Christianity in the Apostolic Age*** (George H. Gilbert). The story of the early days of Christianity may be remote and dull, or vitally interesting, according to the method of its presentation. The author of this book has chosen for emphasis living men rather than dead doctrines.

## SENIOR HIGH SCHOOL

### Ethical Courses

***The Problems of Boyhood*** (Franklin W. Johnson). This book will be useful, not only in the Sunday school, but in day school, Association classes, or any field of boys' activity with boys. Such topics as Keeping Clean, Habits, Gambling, Betting, Clean Speech, Right Thinking, Sex, Loyalty, Self-Control, and other themes.

*Lives Worth Living* (Emily Clough Peabody). A course containing twelve studies for young women. Six of these studies present the lives of women from the Bible and Christian history, representing the varied spheres of women in the home, the social circle, public life, the business world, the religious world, and the professions.

*Young People's Projects* (Erwin L. Shaver). These projects comprise the best type of material now available with which to challenge young people to think through the problems of the Christian life. Six programs here seek to provide for growth in Christian character through purposeful, complete, lifelike, and co-operative experiences on the Christian level. In order best to accomplish this aim, they are based on the project method, set forth in Mr. Shaver's recent book, *The Project Principle in Religious Education.*

*A Christian's Life-Work.* A project plan suggesting how Christian young people of high-school and college age may be helped to find that form of life-work for which they are best equipped and to use that life-work as a means of co-operating in the building of a Christian world.

*A Christian's Recreation.* This is a project plan to guide young people of high-school age and older in the discovery and use of Christian types of recreation.

*A Christian's Attitude toward the Press.* The object of this project program is to develop among young people by group discussion and activity an intelligent and effective attitude on the Christian level toward the public press.

*Christian World-Builders.* The aim of the program of activities offered here is to help young people interpret and use the resources of the world in accordance with the Christian purpose. Valuable source material is included to aid the group in determining the right use of life's advantages.

*Christian Young People and World-Friendship.* The various portions of the program are designed to enlist young people in the knowledge of and participation in the missionary work of the world. A directed study-activity that will lead the way for an intelligent effort at world-peace.

***Young People and the Church.*** A procedure is here suggested for a unified program of educative activities for young people with the aim of developing a more intelligent, devoted, and active loyalty to the church.

## SENIOR HIGH SCHOOL

### Supplementary Courses

***Studies in the Gospel According to Mark*** (Ernest D. Burton). A careful study of the most graphic of the Gospels, aided by notes, questions for consideration, maps, pictures, and a dictionary. The principal object of this book is to show pupils how to master a biblical book.

***The Third and Fourth Generation*** (Elliot R. Downing). This book gives a practical answer to the question of how teachers of religion and science may lead pupils of the adolescent years to such an appreciation of the facts of life as will increase their sense of responsibility for their own bodies, and will help them to avoid those forces which lead to deterioration and to cultivate those which upbuild human families both physically and mentally.

***Paul, Son of Kish*** (Lyman I. Henry). In this story imagination binds together isolated facts in a vivid historical restoration of the life of Paul, from his youth in Tarsus through his varied experiences to his martyrdom in Rome. This story assembles and faithfully blends with the Bible stories of the period the customs and historical incidents in relation to the personality of Paul.

## ADULT GROUP

The biblical studies assigned to the high-school period are in most cases adaptable to adult classwork. There are other volumes, however, intended only for the adult group, which also includes the young people beyond the high-school age. Additional courses are in preparation; they will seek to interpret problems of modern life from the Christian point of view. The books now available are as follows:

***The Life of Christ*** (Ernest D. Burton and Shailer Mathews). A careful historical study of the life of Christ from the four gospels, with copious notes, reading references, maps, etc. A new edition is in preparation.

***What Jesus Taught*** (A. Wakefield Slaten). After a swift survey of the material and spiritual environment of Jesus this book suggests outlines for *discussions* of his teaching on such topics as civilization, hate, war and non-resistance, democracy, religion, and similar topics. Can be effectively used by laymen as well as professional leaders.

***Religious Education in the Family*** (Henry F. Cope). An illuminating study of the possibilities of a normal religious development in the family life. Invaluable to parents.

***Great Men of the Christian Church*** (Williston Walker). A series of delightful biographies of men who have been influential in great crises in the history of the church.

**For prices consult the latest price list. Address**

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